

ARTIFICIAL INTELLIGENCE (AI) AND THE FUTURE OF TEACHING AND LEARNING OF ENGLISH LANGUAGE IN NIGERIA

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Abstract

The paper examined the implications of Artificial Intelligence (AI) for the future of teaching and learning of English Language in Nigeria. The study explored how AI-driven technologies enhanced instructional delivery, improved learners' language proficiency, and supported teachers in addressing persistent challenges within English Language education. A qualitative research design was adopted through an extensive review and analysis of relevant scholarly literature, policy documents, and empirical studies on AI applications in language education. The study was anchored on Technology Acceptance Theory and Constructivist Learning Theory, which provided explanations for technology adoption and learner-centred knowledge construction. Findings revealed that AI tools such as adaptive learning systems, automated feedback mechanisms, speech and writing support applications, and intelligent tutoring systems improved personalized learning, promoted learner autonomy, and enhanced assessment practices in English Language education. Findings also showed that integration of AI was constrained by inadequate digital infrastructure, limited teacher competence in AI usage, unequal access to technology, and ethical concerns relating to data privacy. The study concluded that although AI had great potential to transform English Language education in Nigeria, its effectiveness depended on proper integration, teacher

training, and supportive educational policies. It therefore recommended increased government investment in educational technology, inclusion of AI literacy in teacher education programmes, development of clear implementation guidelines, and continuous professional development for English Language teachers to ensure sustainable and responsible use of AI in Nigerian classrooms.

Keywords: Artificial Intelligence, English Language Teaching, Educational Technology, Nigeria, Teaching and Learning

Introduction

The emergence of Artificial Intelligence (AI) has significantly transformed various sectors of society, including healthcare, business, communication, agriculture, and education. In recent years, educational systems across the world have increasingly embraced AI-driven technologies to improve instructional delivery, personalize learning experiences, and enhance students' academic performance. According to Obasi and Okeke (2026), AI refers to computer systems designed to perform tasks that normally require human intelligence through capabilities such as learning, reasoning, problem-solving, and decision-making. Within education, AI has become an innovative tool for improving teaching effectiveness, learner engagement, assessment practices, and instructional management, thereby attracting increasing scholarly attention regarding its implications for teaching and learning processes.

English Language occupies a central position in the Nigerian educational system because it serves as the official language and the principal medium of instruction at virtually all levels of education. Competence in English is essential for academic success, national communication, political participation, and global competitiveness. Bamgbose (2015) observed that

English functions not only as a means of communication but also as a unifying language in Nigeria's multilingual society. Similarly, Obi-Okoye (2020) noted that students' proficiency in English significantly influences their academic performance because most school subjects are taught and assessed through the language. Consequently, improving the quality of English Language teaching and learning remains a critical priority for educational development in Nigeria. Despite its strategic importance, the teaching and learning of English Language in Nigeria continue to face persistent challenges. Oyetunde and Muodumogu (2016) identified poor teaching methodologies, inadequate instructional materials, overcrowded classrooms, insufficient teacher training, and learners' weak reading culture as major factors limiting students' achievement in English Language. Likewise, Yusuf and Enesi (2021) argued that the continued reliance on conventional teacher-centred instructional approaches often limits learners' participation, creativity, and opportunities for independent language practice. These challenges have contributed to the persistent poor performance of students in English Language examinations conducted by examination bodies such as the West African Examinations Council (WAEC) and the National Examinations Council (NECO).

The growing advancement of AI presents new opportunities for addressing some of these longstanding challenges in English Language education. AI-driven technologies have the potential to support personalized learning, provide immediate feedback, enhance language practice, and improve assessment processes, thereby creating more interactive and learner-centred instructional environments. Holmes, Bialik, and Fadel (2019) maintained that AI technologies can support individualized learning, intelligent tutoring, automated assessment, speech recognition, grammar correction, and real-time feedback, all of which are particularly valuable in language education where continuous practice and timely

feedback are essential. Similarly, Luckin et al. (2018) explained that AI systems can analyse learners' performance and provide customized learning experiences that improve understanding, engagement, and knowledge retention.

Although the educational potential of AI continues to attract global attention, its application within English Language education in Nigeria remains relatively underexplored. Existing Nigerian studies have largely focused on educational technology and digital learning in general without giving sufficient attention to the specific implications of AI for English Language pedagogy, classroom interaction, assessment practices, and learners' language development. This gap in the literature underscores the need to critically examine the role of AI in shaping the future of English Language teaching and learning within the Nigerian educational context. It is against this background that this paper examines the implications of Artificial Intelligence for the future of teaching and learning of English Language in Nigeria. Literature review/theoretical framework

The paper is anchored on the Technology Acceptance Model (TAM) and the Constructivist Learning Theory. These theories provide complementary perspectives for explaining the adoption of Artificial Intelligence (AI) technologies in English Language education and their potential to promote learner-centred teaching and learning. The Technology Acceptance Model (TAM), developed by Fred Davis (1989), explains users' acceptance of technological innovations based primarily on two key constructs: perceived usefulness and perceived ease of use. Perceived usefulness refers to the extent to which individuals believe that a technology will enhance their performance, while perceived ease of use concerns the degree to which the technology is considered simple and convenient to use. In educational settings, these perceptions influence teachers' willingness to adopt and integrate digital

technologies into classroom instruction. Within the context of this study, TAM explains how English Language teachers' acceptance of AI-powered instructional tools—such as intelligent tutoring systems, automated assessment platforms, grammar correction applications, and adaptive learning technologies—depends largely on their perceived effectiveness, accessibility, and usability. The model therefore provides a useful framework for understanding factors that may facilitate or hinder AI integration in Nigerian English Language classrooms. The Constructivist Learning Theory, propounded by Jean Piaget, views learning as an active process in which learners construct knowledge through interaction, experience, and meaningful engagement with learning activities.

The theory emphasizes learner-centred instruction, active participation, collaboration, and independent learning rather than passive acquisition of information. This perspective aligns closely with AI-supported learning environments, where learners interact with intelligent systems that provide personalized instruction, immediate feedback, and opportunities for self-paced learning. AI-driven applications such as adaptive learning platforms, virtual learning assistants, and speech recognition tools enable learners to develop language skills according to their individual abilities and learning needs. Consequently, Constructivist Learning Theory provides a strong pedagogical foundation for understanding how AI can enhance learner autonomy, engagement, and language acquisition in English Language education.

Together, the Technology Acceptance Model and Constructivist Learning Theory provide an appropriate theoretical foundation for this paper. While TAM explains the factors influencing teachers' adoption and utilization of AI technologies, Constructivist Learning Theory explains how these technologies can facilitate interactive, personalized, and

learner-centred English Language instruction. The integration of both theories therefore offers a comprehensive framework for examining the future of AI-driven teaching and learning of English Language in Nigeria.

Artificial Intelligence (AI) has emerged as one of the most transformative innovations in contemporary education, with increasing applications in teaching, learning, assessment, and educational management. AI refers to intelligent computer systems capable of performing tasks that traditionally require human cognitive abilities, including learning, reasoning, problem-solving, language processing, and decision-making (Russell & Norvig, 2021). Advances in machine learning, natural language processing, speech recognition, and data analytics have expanded the application of AI across different educational contexts, enabling more personalized, interactive, and data-driven approaches to instruction (McCarthy, 1956; Chen et al., 2020). In education, AI technologies are increasingly used to support instructional delivery, monitor learners' progress, provide automated feedback, and facilitate individualized learning experiences (Holmes et al., 2019). Within the Nigerian educational system, English Language occupies a strategic position as the official language and the principal medium of instruction at virtually all levels of education. Beyond its communicative function, English serves as the language of national integration, academic discourse, government administration, commerce, and international engagement (Bamgbose, 2015). Effective teaching and learning of English are therefore essential for learners' academic success and socio-economic participation. According to Obi-Okoye (2020), proficiency in English significantly influences students' achievement because the language is used for teaching, learning, and assessment across most school subjects. However, persistent challenges—including ineffective teaching methods, inadequate instructional materials, overcrowded classrooms, and limited

learner engagement—continue to affect the quality of English Language education in Nigeria (Oyetunde & Muodumogu, 2016; Yusuf & Enesi, 2021). These challenges have intensified the search for innovative instructional approaches capable of improving language teaching and learning outcomes.

Artificial Intelligence offers significant opportunities for addressing many of these instructional challenges by promoting more learner-centred and technology-enhanced language education. AI systems analyse learners' performance, identify individual strengths and weaknesses, and adapt instructional content to learners' needs and pace of learning (Luckin et al., 2018). Unlike conventional classroom instruction, where learners often receive the same instructional experiences irrespective of their abilities, AI-supported learning environments facilitate personalized instruction, continuous monitoring, and immediate feedback, thereby improving learner engagement and academic achievement (Holmes et al., 2019).

Several AI-powered tools have become increasingly important in English Language education. Educational chatbots provide learners with opportunities to practise conversational English, ask questions, and receive immediate responses, thereby promoting language interaction and communication skills (Huang & Chen, 2022). Intelligent tutoring systems support individualized instruction by analysing learners' progress and recommending learning activities that address specific learning needs (Holmes et al., 2019). Similarly, speech recognition technologies assist learners in improving pronunciation, fluency, stress patterns, and listening comprehension through continuous practice and instant corrective feedback (Alneyadi & Wardat, 2024). AI-powered writing assistants further enhance learners' writing competence by identifying grammatical errors, spelling mistakes,

punctuation problems, and sentence structure weaknesses while providing suggestions for improvement (Chen et al., 2020). Automated assessment systems also improve the efficiency and consistency of evaluating learners' performance, enabling teachers to provide timely feedback while reducing the burden associated with manual grading (Luckin et al., 2018).

The integration of these AI applications has considerably influenced both the teaching and learning of English Language. For teachers, AI enhances instructional planning by providing access to digital learning resources, adaptive instructional materials, and learner performance analytics that support evidence-based decision-making (Ezeani & Oladipo, 2023). AI also automates routine instructional tasks such as grading, record keeping, and assessment, allowing teachers to devote more time to lesson delivery, learner support, and classroom interaction (Adeyemi, 2023). Consequently, AI complements rather than replaces the teacher by improving instructional efficiency and enabling more responsive teaching practices. For learners, AI creates opportunities for active participation, independent learning, and continuous language practice beyond the classroom environment. Learners can practise pronunciation, develop vocabulary, improve writing skills, and monitor their own learning progress through AI-supported applications that provide immediate and personalized feedback (Huang & Chen, 2022; Chen et al., 2020). Adaptive learning systems further promote learner autonomy by adjusting instructional activities according to learners' proficiency levels and learning pace, thereby accommodating individual differences and enhancing knowledge retention (Luckin et al., 2018). These learner-centred features are particularly important in English Language education, where continuous practice, timely feedback, and repeated interaction are essential for developing listening, speaking, reading, and writing skills.

Despite these educational benefits, the effective integration of AI into English Language education requires careful alignment with pedagogical goals and classroom realities. AI should function as an instructional support system that complements teachers' professional expertise rather than replacing the essential human dimensions of teaching, such as motivation, empathy, creativity, and interpersonal interaction. Successful integration therefore depends not only on the availability of AI technologies but also on teachers' competence, appropriate instructional strategies, and supportive educational policies that encourage responsible and effective utilization of AI in language education. Overall, AI has redefined contemporary approaches to English Language education by supporting personalized instruction, interactive learning, efficient assessment, and improved instructional management. Its capacity to integrate intelligent technologies into language teaching and learning provides significant opportunities for improving learners' language proficiency and strengthening instructional effectiveness. As educational systems continue to embrace digital transformation, AI is expected to play an increasingly important role in shaping the future of English Language education in Nigeria.

Despite its numerous prospects, the integration of AI into English Language education in Nigeria faces several challenges. One major challenge is poor electricity supply. Many schools in Nigeria experience irregular power supply, which affects the effective use of digital technologies and AI-supported instructional systems. According to Adeyemi (2023), unstable electricity remains a major barrier to technological advancement in Nigerian schools.

Poor internet connectivity also limits the implementation of AI technologies in education. Many rural communities lack reliable internet access, thereby restricting learners' and

teachers' ability to utilize online educational resources. Okeke and Eze (2022) observed that inadequate internet infrastructure contributes significantly to digital exclusion in Nigerian schools. Inadequate technological infrastructure constitutes another major challenge. Many schools lack computers, smart devices, digital laboratories, and modern instructional technologies required for AI integration. Yusuf and Enesi (2021) explained that insufficient educational funding has negatively affected technological development within the Nigerian educational system. The digital divide between urban and rural schools further creates inequality in access to AI-supported education. While some urban schools possess digital learning facilities, many rural schools remain technologically disadvantaged. According to Adebayo and Salawu (2024), unequal access to digital technologies may widen educational inequality among learners in Nigeria. Inadequate teacher competence also affects effective AI implementation. Many English Language teachers lack sufficient digital literacy and technical skills required for integrating AI technologies into classroom instruction. Ezeani and Oladipo (2023) noted that limited professional training in educational technology reduces teachers' confidence and effectiveness in utilizing AI-supported instructional tools.

High implementation cost is another significant challenge associated with AI integration in Nigeria. Procuring digital equipment, maintaining technological infrastructure, and training personnel require substantial financial investment. Many schools, particularly public institutions, may find it difficult to sustain such costs. Therefore, while AI possesses transformative potential for English Language education in Nigeria, addressing these challenges remains essential for effective and sustainable implementation.

Empirical evidence consistently demonstrates that Artificial Intelligence (AI) has significant potential to improve teaching

and learning outcomes across different educational contexts. Studies have shown that AI-supported instructional systems enhance students' academic achievement through personalized learning, adaptive instruction, and immediate feedback. Chen et al. (2020) reported that learners who utilized AI-driven learning platforms achieved better academic outcomes than those taught through conventional instructional approaches. Similarly, Holmes et al. (2019) found that intelligent tutoring systems improved learners' comprehension, retention, and engagement by providing individualized instructional support. Within the Nigerian context, Adeyemi (2023) also observed that the adoption of digital instructional technologies contributed to improved students' participation and learning outcomes, although infrastructural limitations constrained their effective implementation. Research further indicates that AI positively influences learners' language proficiency by enhancing speaking, writing, vocabulary development, and communication skills. Huang and Chen (2022) found that speech recognition technologies, grammar correction applications, and conversational chatbots significantly improved learners' language competence through immediate feedback and personalized language practice. Likewise, Luckin et al. (2018) reported that adaptive learning systems promoted continuous language practice and self-paced learning, thereby improving language acquisition. Although Obi-Okoye (2020) did not examine AI directly, the study demonstrated that access to technology-supported learning resources positively influenced English language proficiency among Nigerian students, highlighting the importance of digital technologies in language education.

Evidence also suggests that AI enhances teacher effectiveness by supporting lesson preparation, instructional planning, assessment, and classroom management. Holmes et al. (2019) noted that AI automates routine instructional tasks such as grading and record keeping, allowing teachers to devote more

attention to meaningful teaching activities. Similarly, Ezeani and Oladipo (2023) reported that teachers with stronger digital literacy demonstrated greater instructional effectiveness, while Okeke and Eze (2022) found that digital technologies improved teaching efficiency and feedback delivery. However, the latter study also revealed that inadequate technical competence remains a major constraint to effective AI integration among Nigerian teachers. Despite these demonstrated benefits, empirical studies consistently identify significant barriers to AI adoption in education. Adeyemi (2023) identified poor electricity supply, inadequate technological infrastructure, and limited internet connectivity as major obstacles to technology integration in Nigerian schools. Similarly, Adebayo and Salawu (2024) highlighted ethical concerns relating to data privacy, digital inequality, and overdependence on technology, while Okeke and Eze (2022) emphasized inadequate teacher competence and insufficient professional training as persistent challenges affecting AI implementation. The reviewed literature demonstrates that AI can enhance academic achievement, language learning, and teacher effectiveness when appropriately integrated into educational practice. However, the literature also reveals important gaps. Most existing studies have been conducted in technologically advanced countries, limiting their direct applicability to the Nigerian educational context. Furthermore, Nigerian studies have focused largely on educational technology and digital learning generally, with limited attention to the specific implications of AI for English Language teaching and learning. In addition, few studies have critically examined the long-term prospects, opportunities, and sustainability of AI-driven English Language education in Nigeria. This gap provides the justification for the present review, which examines the implications of Artificial Intelligence for the future of teaching and learning of English Language in Nigeria.

Statement of the Problem

Despite the central role of English Language as Nigeria's official language and the principal medium of instruction, students' achievement in the subject has remained consistently unsatisfactory. Persistent challenges such as ineffective instructional methods, inadequate opportunities for individualized learning, limited language practice, and insufficient instructional resources continue to undermine the quality of English Language teaching and learning in many Nigerian schools (Oyetunde & Muodumogu, 2016; Obi-Okoye, 2020). The continued reliance on conventional teacher-centred approaches further limits learners' active participation and the development of essential language skills required for academic success and effective communication (Yusuf & Enesi, 2021). The rapid advancement of Artificial Intelligence (AI) has introduced innovative approaches capable of transforming language education through personalized instruction, intelligent tutoring, automated assessment, and immediate feedback (Holmes et al., 2019). However, despite the growing global interest in AI-supported education, scholarly attention to its implications for the future of English Language teaching and learning in Nigeria remains limited. Existing studies have focused largely on educational technology and digital learning in general, with insufficient emphasis on how AI can reshape English Language pedagogy, classroom interaction, assessment practices, and learners' language development within the Nigerian context. This gap in the literature necessitates a critical examination of the implications of Artificial Intelligence for the future of teaching and learning of English Language in Nigeria.

Objectives of the study

The main focus of this paper was to examine the implications of Artificial Intelligence for the future of teaching and learning of English Language in Nigeria, with emphasis on its

opportunities, challenges, and strategies for effective integration into classroom practices. The paper specifically sought to:

- a. examine the concept of Artificial Intelligence in education.
- b. explore AI applications in the teaching and learning of English Language.
- c. investigate the prospects of AI for English language education in Nigeria.
- d. identify the challenges associated with AI integration in English language classrooms.
- e. suggest strategies for effective and sustainable integration of AI in English language teaching and learning in Nigeria.

Methodology

The study adopted a qualitative descriptive research design based on document analysis to examine the implications of Artificial Intelligence (AI) for the teaching and learning of English Language in Nigeria. The qualitative approach was considered appropriate because it enabled the systematic review, synthesis, and interpretation of existing scholarly literature on AI and language education (Creswell & Creswell, 2018). Data were obtained exclusively from secondary sources, including peer-reviewed journal articles, textbooks, conference papers, policy documents, institutional reports, and publications retrieved from reputable academic databases such as Google Scholar, Scopus, JSTOR, ResearchGate, and UNESCO repositories. The documentary method was employed to identify, select, and review relevant literature on AI applications in education and English Language teaching (Bowen, 2009). The reviewed documents were analysed using thematic content analysis, through which evidence was synthesized into major themes relating to AI applications in English Language education, teacher effectiveness, language learning, opportunities, and implementation challenges.

Thematic analysis was considered appropriate because it facilitates the identification and interpretation of recurring patterns across qualitative data (Braun & Clarke, 2021). To enhance the quality and relevance of the review, priority was given to peer-reviewed studies published between **2015 and 2025**, with particular emphasis on research relating to Nigeria and other developing countries. Only credible scholarly and institutional publications relevant to the objectives of the study were included in the review.

Discussion of Findings

The findings are presented in line with the objectives of the study and synthesized from the reviewed literature on Artificial Intelligence (AI) and English Language education.

The reviewed literature indicates that AI has become an important instructional resource for improving English Language teaching and learning. AI-powered applications such as grammar and writing assistants, speech recognition systems, intelligent assessment platforms, and adaptive learning technologies enhance learners' writing, pronunciation, language accuracy, and personalized learning experiences. Automated feedback enables learners to identify and correct errors promptly, while adaptive systems provide instruction based on individual learning needs and proficiency levels (Chen et al., 2020; Huang & Chen, 2022; Holmes et al., 2019; Luckin et al., 2018). These findings suggest that AI has the potential to promote more learner-centred and effective English Language instruction, particularly in second-language learning environments such as Nigeria.

The findings reveal that AI offers considerable prospects for improving English Language education through increased learner engagement, personalized instruction, timely feedback, enhanced assessment, and improved teacher productivity. Interactive AI applications encourage active participation,

while automated assessment systems improve the speed and consistency of evaluating learners' performance. In addition, AI reduces teachers' administrative workload, allowing them to focus more on instructional delivery and learner support (Holmes et al., 2019; Chen et al., 2020; Alneyadi & Wardat, 2024; Adeyemi, 2023). These findings demonstrate that AI can complement conventional teaching approaches and contribute significantly to improving the quality of English Language education.

Despite its educational benefits, the reviewed literature identifies several factors limiting the effective integration of AI in Nigerian schools. Major challenges include inadequate digital infrastructure, poor funding, unreliable electricity supply, limited internet connectivity, insufficient teacher competence, and disparities in access to technology between urban and rural schools (Adeyemi, 2023; Okeke & Eze, 2022; Yusuf & Enesi, 2021). The literature also highlights ethical concerns relating to data privacy, academic integrity, and excessive dependence on technology, emphasizing the need for responsible AI implementation (Adebayo & Salawu, 2024). These challenges indicate that the successful adoption of AI depends on both technological readiness and institutional support.

The findings suggest that the successful integration of AI into English Language education requires a coordinated approach involving teacher capacity development, supportive educational policies, improved digital infrastructure, curriculum reform, and AI literacy programmes. Continuous professional development is essential for equipping teachers with the competencies required to utilize AI effectively, while government investment in digital facilities and clear policy guidelines will enhance sustainable implementation (Ezeani & Oladipo, 2023; Adeyemi, 2023). Furthermore, integrating AI literacy into the English Language curriculum will prepare

both teachers and learners to use AI technologies responsibly and effectively (Holmes et al., 2019). The reviewed evidence demonstrates that AI has significant potential to transform English Language teaching and learning in Nigeria through personalized instruction, improved assessment, enhanced learner engagement, and greater instructional efficiency. However, realizing these benefits requires sustained investment in infrastructure, teacher preparedness, supportive policies, and ethical implementation practices.

Conclusion

The study concluded that Artificial Intelligence possesses significant potential for transforming the teaching and learning of English Language in Nigeria through personalized instruction, improved assessment practices, enhanced learner engagement, and increased teacher productivity. The findings revealed that AI-driven technologies such as intelligent tutoring systems, speech recognition applications, automated writing assistants, and adaptive learning platforms can improve language acquisition and instructional effectiveness. However, the study also established that challenges such as inadequate infrastructure, poor funding, limited teacher competence, digital inequality, and ethical concerns continue to hinder effective integration of AI in Nigerian classrooms. Therefore, the successful implementation of AI in English Language education depends largely on adequate infrastructural development, teacher preparedness, supportive policies, and responsible utilization of technological innovations.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. Government and educational stakeholders should invest adequately in digital infrastructure, stable

- electricity supply, and internet connectivity to support effective integration of AI technologies in schools.
2. Teacher education institutions and educational agencies should organize regular training and professional development programmes to improve English language teachers' competence in the use of AI-driven instructional tools.
 3. Curriculum planners should integrate AI literacy, digital learning skills, and technology-based instructional strategies into English Language education curricula at different levels of education.
 4. Educational policymakers should develop clear guidelines and ethical frameworks to regulate the safe, responsible, and effective use of AI technologies in teaching and learning environments.
 5. Schools and educational institutions should promote equitable access to digital learning resources and AI-supported instructional facilities in both urban and rural areas to reduce digital inequality among learners.

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