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Artificial Intelligence Literacy and the Adoption of Digital English Language Pedagogies among Public Senior Secondary School Teachers in Ogun State

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Abstract
Artificial intelligence (AI) is reshaping English Language education through generative tools, digital resources, automated feedback, and AI-supported assessment. Yet empirical evidence on how teachers' AI literacy relates to the adoption of digital English Language pedagogies remains limited in Nigerian secondary schools. This study investigated the relationship between AI literacy and the adoption of digital English Language pedagogies among teachers in public senior secondary schools in Ogun State, Nigeria. Guided by four objectives, the study examined the levels of teachers' AI literacy and pedagogical adoption, the relationship between the constructs, and the predictive contribution of AI literacy to adoption. A correlational survey design was employed. The population comprised 202 English Language teachers, all of whom received a structured questionnaire; 187 valid responses were obtained, yielding a 92.6% response rate. Data were analysed using descriptive statistics, Pearson Product-Moment Correlation, and simple linear regression at the 0.05 significance level. Teachers demonstrated very high AI literacy ($M = 3.37$) and adoption of digital English Language pedagogies ($M = 3.35$). AI literacy was significantly and positively associated with pedagogical adoption ($r = .303$, $p < .001$) and significantly predicted adoption, accounting for 9.2% of the variance ($R^2 = .092$, $\beta = .303$, $p < .001$). The findings position AI literacy as a relevant, though modest, factor in teachers' digital pedagogical engagement. The study highlights the need to complement AI literacy development with institutional, infrastructural, and professional support to strengthen sustainable digital pedagogical adoption.

Keywords: artificial intelligence literacy; digital pedagogy; English Language teaching; secondary school teachers; Ogun State

Introduction

Artificial intelligence (AI) is shifting how educators generate lesson plans, give feedback, assess student progress, and modify their training. Generative AI programs like ChatGPT can aid with writing, reading, grammar, vocabulary, lesson planning, and communication exercises in language learning. These affordances, however, are accompanied with worries about biased results, plagiarism, privacy, and an excessive reliance on automated systems, according to data from educational research (Crompton & Burke, 2024; Albadarin et al., 2024). As a result, the

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educational value of AI rests on instructors' ability to assess and pedagogically adapt digital technologies rather than just having access to them.

The ability of instructors to comprehend basic AI ideas, use AI applications, critically assess their outputs, identify related ethical issues, and incorporate suitable AI applications into instruction is referred to in this study as AI literacy. As a result, it goes beyond awareness or usage frequency. AI knowledge and comprehension, practical application, critical evaluation, ethical awareness, and pedagogical integration are its dimensions in this study. This distinction is crucial because a teacher may be aware of ChatGPT but lack the expertise to assess the correctness of its responses or apply it correctly for teaching languages. According to research conducted on secondary school teachers in Nigeria, AI readiness encompasses not only perceived utility but also confidence, relevance, attitudes, and readiness to interact with AI (Sanusi et al., 2024).

Instead of just having technology in classrooms, the second concept, digital English language pedagogy, refers to the intentional use of digital tools to support English language instruction. The use of digital tools by teachers for lesson planning and content development, reading and writing teaching, vocabulary and grammar exercises, speaking and communication practice, assessment, and feedback is covered in this study. One part of this more comprehensive digital pedagogy is AI-assisted apps. The distinction makes it impossible to reduce digital pedagogy to traditional ICT access and allows for the investigation of whether teachers genuinely use accessible technology into their English language teaching methods.

In Nigeria, where the growth of digital education is taking place with significant disparities in infrastructure, teacher competency, and access, the applicability of these concepts is especially clear. Predictive systems, multimedia learning, and learning-management platforms are among the areas where AI is being used more frequently, according to a review of AI in Nigerian education. However, many educational institutions have not yet made significant use of AI technologies (Bali et al., 2024). More significantly, empirical data indicates that genuine integration still depends on instructors' technological proficiency. Using data from 320 lower- and upper-secondary educators in southwest Nigeria, Sanusi et al. (2024) discovered that while confidence and views of AI for social good moderated a number of relationships, perceived usefulness, attitude, and perceived relevance were linked to teachers' intention to promote AI.

Because empirical research shows a conflict between teachers' awareness of digital technology and its actual use in the classroom, Ogun State offers a particularly pertinent setting. Although

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students were more responsive than instructors, Abiodun, Asanre, and Awofala's (2023) survey of 360 students and teachers in ten secondary schools in Ogun State revealed generally positive opinions and high adoption of digital technology for classroom mathematics. This implies that successful classroom integration cannot be expected to result from positive attitudes alone.

More direct evidence is from Ijebu North East. Bakare, Adeagbo and Odunewu (2024) with 370 students from four secondary schools found that the available multimedia resources were scarcely enough or insufficient and poorly maintained, which resulted in low utilisation for interactive teaching and learning. Similarly, Aderonmu and Edache-Abah (2025) surveyed 168 science teachers in public and private secondary schools in Ijebu-Ode, and found that digital-technology utilisation ($M = 2.16$, $SD = 0.96$) and proficiency in developing digital instructional resources ($M = 2.08$, $SD = 0.93$) were low. The findings indicate that the challenge of digitalisation in Ogun State is both infrastructural and the capacity of teachers to translate technology into teaching and learning practice.

Of even greater relevance to the present study is the emerging evidence specific to AI. Aliuyetunde (2025) studied 100 English Language teachers in 20 schools in Odeda Local Government Area and found that teachers were aware of traditional digital resources such as computers, internet facilities, mobile phones, projectors and laptops but they also said there were not enough of them and they did not have much access to AI tools to help them teach and learn English Language. Therefore, the evidence from Ogun State points to a trajectory of awareness and acceptance, limited digital utilisation and an emerging but under-resourced AI environment. This means asking not only how much technology is present but also how literate the teachers are in using the technology pedagogically.

Recent empirical literature increasingly treats AI literacy as a multidimensional competency rather than mere familiarity with AI. Du et al. (2024) emphasise the importance of teachers' understanding, use and critical engagement with AI. Research in language-education shows that effective use of generative-AI necessitates teachers' assessment of the appropriateness of AI-generated materials, rather than uncritical acceptance of outputs. A systematic review by Lo et al. (2024) of 70 empirical studies of ChatGPT in ESL/EFL education found applications in personalised learning, language practice and teacher support, but also found inaccuracies, privacy concerns and academic dishonesty as persistent challenges. This means that technological and pedagogical competence are analytically separate.

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Nigerian evidence supports this distinction. Sanusi et al. (2024) found that teachers perceived usefulness, attitudes and perceived relevance of AI were associated with behavioural intention to teach AI, and confidence moderated important relationships. However, this study was on intention to promote AI in general rather than teachers' actual adoption of AI-supported English Language pedagogy. Likewise, studies in Nigeria have explored AI uptake and digital competence in other subject areas, with English Language teaching comparatively less researched.

Ogun State studies provide valuable but incomplete evidence. Abiodun et al. (2023) established favourable perceptions of digital technology among teachers and students, while Bakare et al. (2024) and Aderonmu and Edache-Abah (2025) demonstrated that infrastructure limitations and low teacher proficiency constrain actual digital use. Aliuyetunde (2025) moved the discussion directly into English Language education and identified inadequate access to AI tools among English teachers in Odeda, but concentrated on awareness and availability rather than teachers' AI literacy and its relationship with pedagogical adoption.

A recent Ogun State study by Muraina (2026) further found significant relationships between AI awareness, digital pedagogical skills and job performance among public secondary-school teachers. The study involved 900 teachers and 90 principals drawn from the state's public secondary-school system. While this provides important evidence that AI-related competence matters in Ogun State, job performance is a broader outcome than the adoption of digital English Language pedagogies, and AI awareness is narrower than the multidimensional AI literacy construct proposed in the present study.

The literature therefore leaves a specific empirical gap. Existing studies have separately examined digital technology acceptance, infrastructure, teacher digital competence, AI awareness, AI tool availability and general AI-related intentions, but there is limited evidence connecting the multidimensional AI literacy of English Language teachers with their actual adoption of digital English Language pedagogies in public secondary schools in Ogun State. The present study addresses this gap by examining AI literacy through knowledge, application, critical evaluation, ethics and pedagogical competence, alongside teachers' adoption of digital practices for English Language instruction. It consequently moves the discussion from whether teachers have heard of or have access to AI towards the more consequential question of whether they possess the competencies required to translate AI and digital technologies into purposeful English Language pedagogy.

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Aim and Objectives of the Study

The aim of this study is to investigate the relationship between AI literacy and the adoption of digital English Language pedagogies among teachers in public senior secondary schools in Ogun State, Nigeria. It seeks to:

1. determine the level of artificial intelligence literacy among English Language teachers in public senior secondary schools in Ogun State;
2. assess the level of adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State;
3. examine the relationship between artificial intelligence literacy and the adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State; and
4. determine the extent to which artificial intelligence literacy predicts the adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State.

Research Questions

The following research questions guided the study;

1. What is the level of artificial intelligence literacy among English Language teachers in public senior secondary schools in Ogun State?
2. What is the the level of adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State

Hypotheses

The hypotheses were tested as 0.05 level of significance

$H_0$1: There is no relationship between artificial intelligence literacy and the adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State.

$H_0$1: AI literacy do not significantly predicted the adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State.

Methods

A correlational survey research design was adopted to examine artificial intelligence literacy and the adoption of digital English Language pedagogies among teachers in public senior secondary schools in Ogun State, Nigeria. The population comprised 410 English Language teachers, from

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which a sample of 202 teachers was determined using Taro Yamane's formula at a 5% level of precision. A multistage sampling procedure was used to select teachers from sampled public senior secondary schools across the educational divisions of the state. Data were collected using a structured questionnaire developed from the study objectives and relevant literature. The instrument comprised demographic items and scales measuring artificial intelligence literacy and adoption of digital English Language pedagogies. The AI literacy scale covered knowledge and understanding, application, critical evaluation, ethical awareness and pedagogical use of AI, while the adoption scale covered AI-assisted lesson planning, digital reading and writing activities, automated feedback, speech-recognition tools, digital vocabulary and grammar practice, and AI-supported assessment.

The questionnaire was subjected to face and content validation by experts in relevant fields, while a pilot test was conducted among English Language teachers outside the study sample to establish the internal consistency of the instrument using Cronbach's alpha. The validated questionnaire was subsequently administered to the sampled teachers. A total of 202 copies of the questionnaire were distributed to English Language teachers in public senior secondary schools in Ogun State. Of these, 187 copies were retrieved and found usable for the analysis, representing a 92.6% rate of return. Data were analysed using frequency, percentage, mean and standard deviation for descriptive purposes, while Pearson Product-Moment Correlation was used to examine the relationship between AI literacy and adoption of digital English Language pedagogies. Simple linear regression was used to determine whether AI literacy significantly predicted the adoption of digital English Language pedagogies. Statistical significance was tested at the 0.05 level. Mean scores were interpreted as 1.00–1.74 = Very Low Level, 1.75–2.49 = Low Level, 2.50–3.24 = High Level, and 3.25–4.00 = Very High Level.

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Results

The analysis presented in this section is therefore based on the 187 valid responses.

Research Question 1: What is the level of artificial intelligence literacy among English Language teachers in public senior secondary schools in Ogun State?

Table 2: Level of artificial intelligence literacy among English Language teachers

S/N	Items	Very High Level	High Level	Low Level	Very Low Level	Mean	SD
1	The level at which I understand the basic concepts and applications of artificial intelligence in education to a…	105 (56.1%)	79 (42.2%)	3 (1.6%)	0 (0.0%)	3.55	0.53
2	The level at which I identify AI tools that support English Language teaching and learning to a…	79 (42.2%)	88 (47.1%)	19 (10.2%)	1(0.5%)	3.31	0.67
3	The level at which I use generative AI tools to develop English Language teaching and learning materials to a…	92 (49.2%)	80 (42.8%)	15 (8.0%)	0 (0.0%)	3.41	0.64
4	The level at which I evaluate the accuracy and relevance of AI-generated information and materials to a…	93 (49.7%)	86 (46.0%)	8 (4.3%)	0 (0.0%)	3.45	0.58
5	The level at which I understand ethical issues associated with the use of AI in teaching and learning to a…	75 (40.1%)	98 (52.4%)	12 (6.4%)	2 (1.1%)	3.32	0.64
6	The level at which I identify limitations, biases and inappropriate content generated by AI tools to a…	81 (43.3%)	76 (40.6%)	29 (15.5%)	1 (0.5%)	3.27	0.74
7	The level at which I apply AI tools appropriately and responsibly in English Language teaching to a…	76 (40.6%)	88 (47.1%)	22 (11.8%)	1 (0.5%)	3.28	0.69
	Average Mean = 3.37						

Decision Criteria: if mean is 1-1.74 = Very low level, 1.75-2.49= Low level, 2.5-3.24= High level, 3.25-4.00=Very high level

Table 2 shows that the level of artificial intelligence literacy among English Language teachers was generally very high, with an average mean of 3.37, indicating a very high level. The highest mean was recorded for understanding the basic concepts and applications of artificial intelligence in education (M = 3.55, SD = 0.53), followed by evaluating the accuracy and relevance of AI-generated information and materials (M = 3.45, SD = 0.58) and using generative AI tools to develop English Language teaching and learning materials (M = 3.41, SD = 0.64), all indicating a very high level. Other indicators also recorded a very high level, with means ranging from M = 3.27 to M = 3.32, except that none of the items fell within the high, low or very low decision

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categories based on the stated criteria. The findings therefore indicate that English Language teachers in public senior secondary schools in Ogun State had a very high level of artificial intelligence literacy.

Research question 2: What is the level of adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State?

Table 3: Level of adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State.

S/N	Items	Very High Level	High Level	Low Level	Very Low Level	Mean	SD
1	The level at which I use digital resources to prepare English Language lessons to a…	59 (31.6%)	87 (46.5%)	38 (20.3%)	3 (1.6%)	3.08	0.76
2	The level at which I use digital tools to teach reading and comprehension skills to a…	68 (36.4%)	103 (55.1%)	15 (8.0%)	1 (0.5%)	3.27	0.63
3	The level at which I use digital tools to teach writing, grammar and vocabulary to a…	91 (48.7%)	78 (41.7%)	17 (9.1%)	1 (0.5%)	3.39	0.67
4	The level at which I use audio and video technologies to teach listening and speaking skills to a…	73 (39.0%)	100 (53.5%)	14 (7.5%)	0 (0.0%)	3.32	0.61
5	The level at which I use online platforms to provide English Language learning activities and materials to a…	92 (49.2%)	79 (42.2%)	16 (8.6%)	0 (0.0%)	3.41	0.64
6	The level at which I use digital tools for assessment and feedback on students' English Language work to a…	103 (55.1%)	76 (40.6%)	8 (4.3%)	0 (0.0%)	3.51	0.58
7	The level at which I integrate AI-supported and other digital technologies into regular English Language classroom teaching to a…	100 (53.5%)	71 (38.0%)	16 (8.6%)	0 (0.0%)	3.45	0.65
	Average Mean = 3.35						

Decision Criteria: if mean is 1-1.74 = Very low level, 1.75-2.49= Low level, 2.5-3.24= High level, 3.25-4.00=Very high level

Table 3 shows that the adoption of digital English Language pedagogies among English Language teachers was generally very high, with an average mean of 3.35, indicating a very high level. The

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highest mean was recorded for the use of digital tools for assessment and feedback on students' English Language work (M = 3.51, SD = 0.58), followed by the integration of AI-supported and other digital technologies into regular English Language classroom teaching (M = 3.45, SD = 0.65) and the use of online platforms to provide English Language learning activities and materials (M = 3.41, SD = 0.64), all indicating a very high level. Other indicators also recorded a very high level, including the use of digital tools to teach writing, grammar and vocabulary (M = 3.39, SD = 0.67), audio and video technologies for teaching listening and speaking skills (M = 3.32, SD = 0.61) and digital tools for teaching reading and comprehension skills (M = 3.27, SD = 0.63). However, the use of digital resources to prepare English Language lessons recorded a high level (M = 3.08, SD = 0.76). The findings therefore indicate that English Language teachers in public senior secondary schools in Ogun State had a very high level of adoption of digital English Language pedagogies.

$H_0$1: There is no relationship between artificial intelligence literacy and the adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State.

Table 4: Relationship between artificial intelligence literacy and the adoption of digital English Language pedagogies

Variables		Adoption of digital English Language pedagogies	artificial intelligence literacy
Adoption of digital English pedagogies	Pearson Correlation	1	.303**
	Sig. (2-tailed)		.000
	N	187	187
artificial intelligence literacy	Pearson Correlation	.303**	1
	Sig. (2-tailed)	.000	
	N	187	187

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows that there was a positive and statistically significant relationship between artificial intelligence literacy and the adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State ($r = .303$, $p < .001$, $N = 187$). The correlation coefficient of .303 indicates a low positive relationship, implying that teachers with higher levels of artificial intelligence literacy tended to report higher levels of adoption of

digital English Language pedagogies. Since the p-value of .000 is less than the 0.05 significance level, the relationship was statistically significant. Therefore, the findings indicate that artificial intelligence literacy was significantly related to the adoption of digital English Language pedagogies among the teachers

$H_0$2: AI literacy do not significantly predicted the adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State.

Table 5: Extent at which artificial intelligence literacy predicts the adoption of digital English Language pedagogies.

Variable	*B*	*Std. Error*	*Beta*	*T*	*Sig.*	*R^2*	*F*	*ANOVA Sig*
(Constant)	60.756	4.263		14.253	.000			
Artificial intelligence literacy	.245	.057	.303	4.319	.000	*0.092*	*18.63 (1,186)*	*0.000*

Table 5 shows that artificial intelligence literacy significantly predicted the adoption of digital English Language pedagogies among English Language teachers in public senior secondary schools in Ogun State. The regression model was statistically significant, $F(1, 186) = 18.63$, $p < .001$, with an R^2 of .092. This indicates that artificial intelligence literacy explained 9.2% of the variance in the adoption of digital English Language pedagogies. Artificial intelligence literacy had a positive and significant predictive effect ($B = .245$, $SE = .057$, $\beta = .303$, $t = 4.319$, $p < .001$), indicating that an increase in artificial intelligence literacy was associated with an increase in the adoption of digital English Language pedagogies. Therefore, artificial intelligence literacy significantly predicted the adoption of digital English Language pedagogies among the teachers.

Discussion of Findings

Findings based on research objective one indicated that English Language teachers had a very high level of artificial intelligence literacy. This finding aligns with Du et al. (2024), who established the relevance of AI literacy to teachers' capacity to understand and engage with AI in educational settings. The finding also correlates with Arkorful et al. (2025), who examined AI literacy among basic-school teachers in Ghana across knowledge and understanding, application, evaluation and ethics. It further agrees with Ewa (2024), who examined AI literacy as a means of strengthening educators' competencies for AI-powered primary education. The finding suggests that the teachers

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possessed considerable knowledge and capacity to understand, evaluate and appropriately use AI in educational contexts.

Findings based on research objective two indicated that English Language teachers had a very high level of adoption of digital English Language pedagogies. This finding corroborates Xin (2024), who found that EFL teachers used generative AI in developing reading materials and required pedagogical judgement concerning the quality and suitability of AI-generated content. It also aligns with Kohnke et al. (2024), who reported that language teachers' previous experience with ChatGPT and knowledge of generative AI were associated with their readiness to engage with the technology. The finding further correlates with Almegren et al. (2025), who found that AI-powered technologies were influencing lesson preparation, instructional interaction, feedback and other aspects of English language teaching. However, it differs in context from Aliuyetunde (2025), whose study in Ogun State focused on the availability of AI digital tools for English teaching and learning rather than teachers' actual adoption of digital pedagogies.

Findings based on research objective three indicated that artificial intelligence literacy had a significant positive relationship with the adoption of digital English Language pedagogies. This finding agrees with Feng et al. (2025), who found that performance expectancy, effort expectancy, social influence and facilitating conditions influenced EFL teachers' acceptance of generative AI. It also correlates with Kohnke et al. (2024), who reported that teachers' previous experience with ChatGPT and knowledge of generative AI were associated with their readiness to engage with the technology. Similarly, Acheampong (2025) linked AI literacy with TPACK, ethical awareness, attitudes and technological access among Ghanaian pre-service teachers. The present finding therefore supports the position that teachers' AI literacy is associated with their engagement with AI-supported and digital teaching practices.

Findings based on research objective four indicated that artificial intelligence literacy significantly predicted the adoption of digital English Language pedagogies. This finding is consistent with the evidence reported by Awofala et al. (2025), who investigated the adoption of educational AI tools among Science, Technology and Mathematics teachers, and Eguagie (2025), who examined teachers' digital literacy and adoption of AI in Social Studies assessment. It also aligns with Offiong (2026), who examined critical AI literacy among English Language teachers and highlighted its relevance to teachers' readiness to integrate AI into classroom practice. The finding further supports the position of Feng et al. (2025) that teacher-related and contextual factors are

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associated with acceptance of generative AI. However, the R^2 of .092 indicates that AI literacy accounted for 9.2% of the variation in adoption, suggesting that other factors not examined in the present study also contribute to teachers' adoption of digital English Language pedagogies.

Conclusion

The study concludes that artificial intelligence literacy is relevant to the use of digital English Language pedagogies among teachers in public senior secondary schools in Ogun State. The findings suggest that teachers' capacity to understand, evaluate and appropriately use artificial intelligence is connected with their engagement with digital approaches to English Language teaching. The predictive result further indicates that artificial intelligence literacy is an important factor in explaining teachers' adoption of digital English Language pedagogies, although other factors beyond the scope of the study also contribute to such adoption. The study therefore establishes the importance of strengthening teachers' capacity to use artificial intelligence meaningfully and responsibly in English Language teaching.

Recommendations

Based on the Findings, it is thus recommended that:

i. Teachers should continually develop their artificial intelligence literacy, particularly their ability to evaluate AI-generated information, identify limitations and biases, understand ethical issues, and apply AI tools appropriately in English Language teaching.
ii. Teachers should integrate AI-supported and other digital technologies into English Language teaching where they are relevant to lesson objectives, particularly in lesson preparation, writing, grammar, vocabulary, assessment, feedback, reading, listening and speaking activities.
iii. The Government should strengthen policies and teacher-support programmes that promote the pedagogically appropriate use of artificial intelligence in secondary school English Language teaching.
iv. The Government should provide opportunities for teachers to strengthen their AI literacy through relevant professional development programmes and provide the digital resources required for teachers to sustain the use of digital English Language pedagogies

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