

TIRF-British Council Research Mentoring Awards 2026

Researcher

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Title of Project

Effects of Generative AI Writing Assistance on Academic Writing Achievement and Writing Self-Efficacy Among English Language Learners in Federal Universities in Northeast Nigeria

Research Supervisor

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TIRF Research Topic Investigated

Artificial Intelligence

Bio

Veronica Nkeiru Oboh is a doctoral researcher in English language education whose work focuses on technology-enhanced language learning, academic writing development, and the responsible integration of artificial intelligence (AI) in education. Her dissertation investigates the effects of generative AI writing assistance on academic writing achievement and writing self-efficacy among English language learners in Nigerian federal universities.



Project Summary

Generative AI is influencing how university students plan, draft, revise, and evaluate academic texts. In English language education, generative AI writing assistance provides opportunities for immediate feedback, language support, and personalized guidance during the writing process. Yet, there are questions as to whether these tools genuinely improve learners' writing competence or just enhance the quality of AI-assisted texts. Existing research suggests that the educational benefits of AI depend on how the technology is integrated and whether learners are actively engaged in the writing process (Kasneci et al., 2023; Sari & Han, 2024). More so, writing self-efficacy plays an important role in learners' motivation, persistence, and writing development (Teng et al., 2023).

This study will examine the effects of generative AI writing assistance on academic writing achievement and writing self-efficacy among English language learners in federal universities in Northeast Nigeria. It addresses a gap in empirical data regarding the effectiveness of AI-supported writing practices within Nigerian higher education settings, particularly whether guided AI use contributes to improved writing development and learner confidence. The study will adopt a mixed-methods quasi-experimental design involving selected federal universities. Students receiving structured generative AI writing assistance will be compared with students receiving conventional writing instruction. Data will be collected through

academic writing assessments, writing self-efficacy measures, and learner interviews to examine both learning outcomes and experiences with AI-supported writing.

The study aligns with TIRF's Artificial Intelligence research theme by investigating human-centered approaches to integrating AI into English language education. By generating evidence from an underrepresented educational setting, the study will contribute to global discussions on responsible AI adoption, support English language educators in making informed instructional decisions, and provide insights into how emerging technologies can enhance rather than replace human-guided language learning.