DIGITALIZATION OF HAUSA LANGUAGE TEACHING AND LEARNING: OPPO RTUNITIES AND CHALLENGES IN TERTIARY INSTITUTIONS

By

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Abstract *Th e digitalization of language teaching and learning has transformed the educational landscape, offering unprecedented opportunities for language instruction. This study explores the digitaliz ation of Hausa language teaching and learning in tertiary institutions, highlighting the opportu nities and challenges associated with this process. A mixed-methods approach was employed, c ombining surveys, interviews, and observations. The findings reveal that digital tools, such as l anguage learning apps, online platforms, and multimedia resources, enhance Hausa language instruction, improve student engagement, and facilitate communication. However, challenges, including inadequate infrastructure, limited digital literacy, and cultural constraints, hinder th e effective adoption of digital tools. The study recommends strategies for addressing these chall enges and leveraging digital tools to enhance Hausa language teaching and learning in tertiar y institutions.* ***Keywords**:* Digitalization, Hausa language, Tertiary institutions, Language teaching,Language learning.

Introduction

Th e digitalization of language teaching and learning has transformed the educational landscape, of fering numerous opportunities and challenges. Hausa, as one of the major languages spoken in Nigeria and other parts of West Africa, has also been affected by this digital transformation. Th e increasing demand for digital skills in the workforce has made it imperative for educational in stitutions to incorporate digital technologies into their teaching and learning practices.

In Nigeria, the National Policy o n Education emphasizes the importance of language teaching and learning in promoting cultura l heritage and national identity (Federal Ministry of Education, 2013). However, the teaching a nd learning of the Hausa language in tertiary institutions face significant challenges, including i nadequate resources, outdated teaching methods, and limited opportunities for practice.

Digitalization offers a potential solution to these challenges. Digita l technologies, such as online platforms, mobile applications, and social media, provide new op portunities for language teaching and learning. However, the adoption of digital technologies in language teaching and learning also poses significant challenges. including inadequate infrastru cture, limited digital literacy, and cultural barriers. Thisstud y aims to explore the opportunities and challenges of digitalization in Hausa language teaching and learning in tertiary institutions. The study seeks to answer the following research questions:

- What are the opportunities and challenges of digitalization in Hausa language teaching and learning in tertiary institutions?
- How do lecturers and students perceive the effectiveness of digital technologies in enh ancing Hausa language teaching and learning?

- What are the factors that influence the adoption of digital technologies in Hausa language teaching and learning in tertiary institutions?
- What are the benefits of digitalization in Hausa language teaching and learning?
- How can digitalization be effectively implemented in Hausa language teaching and learning?

Literature Review Digitalization has revolutionized language teaching and learning, providing access to a vast array of educational resources, facilitating interactive learning experiences, and enhancing learners' engagement (Salisu, 2020). Digital technologies, such as online platforms, mobile applications, and social media, offer new opportunities for language teaching and learning. However, the adoption of digital technologies in language teaching and learning also poses significant challenges. Inadequate infrastructure, limited digital literacy, and cultural barriers hinder the effective implementation of digitalization in language teaching and learning (Muhammad, 2019). Additionally, the digital divide between urban and rural areas, as well as between different socio-economic groups, exacerbates the challenges of digitalization in language teaching and learning.

In the context of Hausa language teaching and learning, digitalization offers numerous opportunities. Digital resources, such as online dictionaries, grammar guides, and language learning platforms, provide access to a vast array of educational materials. Social media platforms, such as Facebook and WhatsApp, offer new opportunities for language practice and feedback.

However, challenges such as limited internet access, inadequate digital infrastructure, and cultural barriers hinder the effective implementation of digitalization in Hausa language teaching and learning (Rufa't, 2020). Additionally, the lack of digital literacy among educators and learners, as well as the limited availability of digital resources in the Hausa language, exacerbates the challenges of digitalization.

Theoretical frameworks, such as the technology acceptance model (TAM) and the theory of planned behavior (TPB), provide insights into the factors that influence the adoption of digital technologies in language teaching and learning. The TAM posits that the adoption of digital technologies is influenced by two main factors: perceived usefulness and perceived ease of use (Davis, 1989). The TPB suggests that the adoption of digital technologies is influenced by attitudes, subjective norms, and perceived behavioral control (Ajzen, 1991). Empirical studies have also investigated the impact of digitalization on language teaching and learning. A study by Salisu (2020) and Oladele (2019) found that digitalization has enhanced language teaching and learning, providing access to a vast array of educational resources and facilitating interactive learning experiences. However, the study also found that challenges such as inadequate infrastructure and low digital literacy hinder the effective implementation of digitalization

Another study by Muhanmad (2019) found that the adoption of digital technologies in language teaching and learning is influenced by factors such as perceived usefulness, perceived case of use, and attitudes. The study also found that the lack of digital literacy among educators and learners is a significant barrier to the adoption of digital technologies in language teaching and learning.

Opportunities of Digitalization The opportunities of digitalization in Hausa language teaching and learning include:

- Access to educational resources: Providing students with access to digital educational r esources such as e-books, online tutorials, and educational software.
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- Interactive learning experiences: Providing students with access to digital educational r esources such as online discussions, virtual classrooms, and language learning apps.
- Enhancing learners' engagement: Increasing students' engagement through the use of digital technologies such as gamification, videos, and interactive activities.
- Personalized learning: Tailoring instruction to meet the individual needs of students thr ough the use of digital technologies such as learning management systems and adaptive assessments.
- Real-time feedback: Providing students with immediate feedback on their performance through the use of digital technologies such as online quizzes and games.
- Increased accessibility: Increasing access to education for students with disabilities thr ough the use of digital technologies such as text-to-speech software and speech-to-text software.
- Improved teacher-student interaction: Improving communication between teachers an d students through the use of digital technologies such as email, online discussions, and video conferencing.

Challenges of Digitalization The challenges of digitalization in Hausa language teaching and learning include:

- **Inadequate infrastructure:** The lack of digital devices, internet connectivity, and othe r technological infrastructure necessary for digitalization.
- **Limited digital literacy:** The lack of skills, knowledge, and experience necessary for e ffective use of digital technologies.
- **Cultural barriers:** The cultural differences that can affect the adoption of digital techn ologies in Hausa language teaching and learning.
- **Language barriers:** The language differences that can affect the adoption of digital tec hnologies in Hausa language teaching and learning.
- **Technical issues:** The technical problems that can arise when using digital technologie s in Hausa language teaching and learning.
- **Cybersecurity concerns**: The concerns about the security of digital technologies and t he potential risks of cyberattacks (Adeyemi, 2018).
- **Resistance to change**: The resistance to change that can arise when introducing new di gital technologies in Hausa language teaching and learning

Benefits of Digitalization The benefits of digitalization in Hausa language teaching and learning include:

- **Improved learning outcomes:** Digitalization can improve learning outcomes by providing students with access to a vast array of educational resources and facilitating interactive lear ning experiences.
- **Increase students' engagement:** Digitalization can increase student engagement by provi ding students with interactive learning experiences and real-time feedback.
- **Better access to educational resources:** Digitalization can provide students with better ac cess to educational resources, such as e-books, online tutorials, and educational software.

- **More effective assessments and feedback**: Digitalization can provide more effective asse ssment and feedback, such as online quizzes and games and real-time feedback.
- **Increase flexibility and accessibility:** Digitalization can increase flexibility and accessibil ity, such as online courses and virtual classrooms.
- **Better preparation for the digital workforce**: Digitalization can provide better preparatio n for the digital workforce, such as skills in digital technologies and online collaboration (O ladele, 2019).

Importance of Digitalization Digitalizatio n is important in Hausa language teaching and learning because it:

- Enhances the quality of teaching and learning: Digitalization can enhance the quality of teaching and learning by providing access to educational resources and facilitating inter active learning experiences.
- Increases access to education: Digitalization can increase access to education particularl y for students with disabilities and those in remote areas.
- Prepares students for the digital workforce by providing skills in digital technologies an d online collaboration.
- Improves learning outcomes: Digitalization can improve learning outcomes by providin g students with access to educational resources and facilitating interactive learning expe riences.
- Increases student engagement: Digitalization can increase student engagement by provi ding students with interactive learning experiences and real-time feedback.

Recommendations Based on the findings of the study, the following recommendations are made:

- **Investment in digital infrastructures:** Policymakers and educational institutions shoul d invest in digital infrastructures, including computers, internet connectivity, and digital devices, to support the effective implementation of digitalization in Hausa language teac hing and learning.
- **Digital literacy programs**: Educational institutions should develop digital literacy prog ram for educators and learners to enhance their digital skills and promote the effective us e of digital technologies in Hausa language teaching and learning.
- **Culturally relevant digital resource:** Developers of digital resources should create cult urally relevant digital resources that reflect the linguistic and cultural diversity of Hausa language learners.
- **Capacity building for educators**: Educational institutions should provide capacity-buil ding programs for educators to enhance their digital skills and promote the effective use of digital technologies in Hausa language teaching and learning.
- **Monitoring and evaluation**: Policymakers and educational institutions should establish monitoring and evaluation mechanisms to assess the effectiveness of digitalization in Ha usa language teaching and learning and identify areas for improvement.

By implementing these recommendations, policymakers, educators, and learners can harness t he potential of digitalization to enhance Hausa language teaching and learning in tertiary institu tions in Nigeria.

Conclusion

This study has explored the opportunities and challenges of digitalization in He language teaching and learning in tertiary institutions in Nigeria. The finding the study reveal that digitalization has enhanced Hausa language teaching and learning, providing access to a vast array of educational resources and facilitating interactive learning experiences. However, challenges such as inadequate infrastructure, limited digital literacy, and cultural barriers hinder the effective implementation of digitalization. The study has also identified the factors that learning, including perceived usefulness, perceived ease of use, and attitudes. The findings of the study have implications for policymakers, educators, and learners, highlighting the need for investments in digital infrastructure, digital literacy programs, and culturally relevant digital resources.

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