OPPORTUNITIES IN INTEGRATING DIGITAL TOOLS IN ENGLISH LANGUAGE TEACHING AND LEARNING IN FCT COLLEGE OF EDUCATION, ZUBA, ABUJA.

BY

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Abstract
This study examined opportunities in integrating digital tools in English language teaching and learning at FCT College of Education, Zuba, Abuja. Three specific purposes and three researc h questions guided the study. The study employed a descriptive survey design. The population o f the study is 533, made up of all 14 English language lecturers and 519 English language stude nts in FCT College of Education, Zuba Abuja. The sample size is 229, determined using the Tar o Yamane formula. Stratified proportionate random sampling was used to select respondents in each stratum to give 6 English language lecturers and 223 English language students used for t he study. The research instrument was a questionnaire titled "Opportunities in Integrating Dig ital Tools in English Language Teaching and Learning Questionnaire (OIDTELTLQ)" constru cted by the researcher based on the research questions. The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument was pilot tested to ensure its reliability, and the data collected was analyzed using Cronbach's alph a. The scores gave coefficient reliability of 0.73, 0.80, and 0.74 for the three clusters, respective ly, and an overall reliability coefficient of 0.76. The researcher administered the instrument to t he respondents with the help of two research assistants. Data were analyzed using mean and st andard deviation for answering research questions. The findings revealed, among others, that i ntegrating digital tools offers significant student support opportunities in English language tea ching and learning. The study concluded that integrating digital tools in English Language teac hing and learning offers promising opportunities. Based on the findings, the study recommende d among others that the Federal Ministry of Education should develop and implement digital la nguage support frameworks across secondary and tertiary institutions particularly for students

Keywords: Digital Tools, English Language, English Language Teac hing and Learning, Integrate.

Introduction

The digital landscape has the potential of opening up a vast array of resources for English language t eaching and learning. The English language as a course of study in institutions in Nigeria encom passes the development of reading, writing, speaking, listening, grammar, and vocabulary skills to enhance communication, critical thinking, and effective expression of ideas (Moorhouse & Yan, 2023). English language teaching and learning refer to the process of acquiring and impart ing English language skills, including reading, writing, speaking, and listening, among others. From online libraries and multimedia content to language learning apps and collaborative platfo rms, English language students can access a diverse range of materials that cater to different inte rests and proficiency levels (Moorhouse & Yan, 2023). Teaching English in the digital age offer s countless opportunities for educators to engage students and enrich their language learning ex

periences. According to Harsha (2023), digital tools are electronic tools that facilitate dynamic and interactive learning experiences, offering students engaging activities. Again, tailoring less ons to individual learning styles is made easier with digital tools. Using digital tools allows Engl ish language teachers to teach all types of communicative activities: speaking, listening, readin g, and writing. In addition, using digital technologies, the teacher can constantly improve his kn owledge and skills, as well as monitor the development of communication skills among student s. Zimina and Lyulyaeva (2017) proffered a number of tasks that the use of digital tools in the pr ocess of teaching the English language is designed to solve: 1) increase the motivation of learni ng; 2) contribute to the activation of the cognitive sphere of students; 3) improve methods of co nducting lessons; 4) timely monitor the results of training and education; 5) plan and systematiz e your work; 6) use as a means of self-education; 7) prepare a lesson (event) efficiently and quic kly. Digital tools allow for the customization of learning experiences. Starkey (2020) submits th at teachers can tailor content to individual student needs, adapting lessons to different learning s tyles, paces, and proficiency levels. This personalization fosters a more inclusive and effective l earning environment. The abundance of online resources facilitates easy access to a wide range of authentic materials, including videos, articles, and interactive exercises. This accessibility en riches the learning experience, providing students with exposure to diverse accents, cultural con texts, and real-life language use. With a wide range of digital tools available, teachers can target various aspects of language acquisition, from vocabulary building to communication skills. Moorhouse and Yan (2023) explained that, for instance, Duolingo uses gamified lessons to make learning vocabulary and grammar fun, co vering reading, writing, listening, and speaking. Quizlet allows teachers to create customized fl ashcards and vocabulary games that meet specific student needs, while Kahoot brings energy in to the classroom with interactive quizzes and games that assess understanding in an engaging w ay (Samandarov & Murodullaev, 2023). Edpuzzle transforms video content into interactive less ons, helping students improve listening and comprehension skills (Harsha, 2023). Grammarly p rovides real-time grammar and spelling suggestions, making it an essential tool for enhancing st udents' writing. Rahimi (2024) explained that Padlet encourages collaboration by allowing stud ents to share ideas, videos, and documents on a virtual wall, while Flipgrid boosts speaking skill s and confidence through video discussions. Chaves-Yuste (2023) posits that ReadLang support s reading development by offering instant translations and vocabulary assistance as students rea d online texts. Google Classroom simplifies communication and resource sharing, allowing tea chers to manage assignments and feedback in a centralized space (Alfallaj, 2020; Chen, 2023). Storybird inspires creative writing as students' craft digital stories using a rich library of illustra tions, and Seesaw offers a platform for students to showcase their work—whether written, audi o, or video—and engage with teachers and parents. Starkey (2020) summed up that by integrati ng these tools, teachers can build a dynamic, interactive, and personalized learning environment that not only strengthens language skills but also fosters digital literacy, collaboration, and creat ivity. Furthermore, Rahimi (2024) elucidated that integrating digital tools has become a prevailing trend in English teaching and learning, enabling teachers to streamline instruction a nd enhance student engagement. Similarly, Gayatri (2023) posited that tools like Google Forms are being adopted to monitor attendance and track academic progress in real time, essentially fu nctioning as a digital diary maintained by the teacher, especially where institutional systems lac k certain features like attendance tracking. Gayatri pointed out that Microsoft OneDrive serves as a reliable cloud storage solution for organizing both academic and non-academic materials, while OneNote Class Notebooks act as centralized repositories for course content and homewor k submissions. Microsoft Teams brings everything together, offering a unified platform for virt ual classes, message exchanges, discussions, and consultations. Samandarov (2024) posited tha t in the classroom, teachers use software like PowerPoint, Mentimeter, and textbook-based audi o and video resources—alongside curated platforms such as TED Talks, BBC Learning English

National Geographic Learning, Learning Apps, and others—to deliver and reinforce curriculum-based instruction. To support this, classrooms are equipped with essential technology like teacher workstations, projectors, and sound systems, with students connecting through high-speed Wi-Fi using laptops, tablets, or smartphones. Beyond the classroom, learners engage with digital workbooks and skill-building programs for graded assignments, while also exploring optional activities such as watching English-language TV series and listening to podcasts, which they can later discuss and analyze in the classroom. These tools can be integrated into English language teaching and learning. To integrate means to combine or bring something into a system to form a unified whole. Integrating digital tools in English language teaching offers various opportunities for enhanced student support (Jeong, 2022; Naghdipour, 2022; Samandarov & Murodullaev, 2023), teacher support (Starkey, 2020; Rahimi, 2024), and AI-driven automation (Alfallaj, 2020; Chaves-Yuste, 2023).

Statement of the Problem

Ideally, English Language Teaching (ELT) in today's digital era should leverage on the wide range of digital tools and artificial intelligence (AI) technologies available to create interactive, inclusive, and student-centered learning environments. These tools offer opportunities for personalized instruction, flexible learning schedules, real-time feedback, collaborative learning, and teacher professional development. When effectively integrated, digital tools enhance the teaching and learning of reading, writing, speaking, and listening skills. AI-powered systems can also automate routine administrative tasks, provide personalized academic support, and generate data-driven insights to inform teaching strategies, thereby ensuring optimal learner outcomes and improved classroom efficiency. Currently, observations of the teaching and learning of the English language at FCT College of Education, Zuba, Abuja, suggest that there is a significant underutilization or probably an uneven adoption of these digital tools in many English language teaching settings. Despite the availability of these technologies, many teachers seem to rely heavily on traditional teaching methods, probably due to lack of digital literacy, inadequate infrastructure, resistance to change, or insufficient institutional support. Students will likely miss out on the benefits of customized learning paths, access to authentic language materials, and digital collaboration with global peers. Teachers, in turn, are burdened with manual grading, limited access to continuous professional development, and insufficient tools to address the diverse needs of learners effectively. The consequence of this gap between ideal and actual practice is a growing disparity in language proficiency and learner engagement. Students may become disinterested, fail to develop essential 21st-century skills, or fall behind due to lack of timely support. Teachers, too, may face burnout and stagnation in instructional delivery, unable to tap into innovative methods that foster critical thinking, creativity, and autonomy among learners. The failure to fully integrate digital tools and AI in ELT undermines efforts to build resilient and future-ready educational systems. Hence, this study is geared toward the urgent need to examine the opportunities in integrating digital tools in English language teaching and learning at FCT College of Education, Zuba, Abuja.

Purpose of the study

The main purpose of the study is to examine opportunities in integrating digital tools in English language teaching and learning at FCT College of Education, Zuba, Abuja. Specifically, the study sought to identify:

1. Student support opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja.
2. Teacher support opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja.

3. AI-driven automation opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja.

Research Questions The following research questions were advanced to guide the study. What are the:

1. To what extent do student support opportunities in integrating digital tools to enhance English language teaching and learning in FCT College of Education, Zuba, Abuja?
2. To what extent do the teachers support opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja?
3. To what extent are there AI-driven automation opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja?

Literature Review AI-powered chatbots and virtual assistants can be used to provide students with instant support and guidance on academic and administrative matters. Tahir (2024) noted that AI enables delivery of content more efficiently and flexibly by substituting classroom instruction and providing support for students to learn from anywhere in the world at any time. Students can be provided with mental health and wellness support, such as stress management and anxiety reduction techniques using AI-powered tools. They can be provided with personalized career guidance and counseling, helping them make informed decisions about their future. AI systems can flag students who may need additional support before they fall significantly behind (Ajuwon et al., 2024). This proactive approach allows educators to implement targeted interventions, potentially reducing dropout rates and improving overall student success. The use of ICT by students themselves during extracurricular time is becoming extremely important. Chen (2023) and Samandarov (2024) highlighted a number of the following important aspects:1) Web chats provide an opportunity for even the most shy people to practice communicating in a foreign language; 2) Internet resources abound in accessible original materials; 3) social networks offer communication with real native speakers from different cultural environments; 4) all kinds of portable devices, previously used as means of entertainment and communication, are now becoming a powerful tool for learning. Samandarov (2024) stated that a learner can practise the crucial abilities of speaking and writing without obstacles by visiting a significant cultural connection or by interacting with a native speaker via chat, forums, email, etc. A learner feels better, solidifies prior learning, refreshes memories, and has a sense of being in a real-world conversation when they are able to establish a spiritual connection with the material. With the help of digital tools, language practice is not confined to the classroom. Digital tools provide flexibility in terms of when, where, and how students learn. Whether through online courses, language learning apps, or virtual classrooms, learners can choose the mode of learning that best suits their preferences and schedules. Students can access language learning apps, participate in online discussions, and engage with English content outside of regular class hours, promoting continuous language development. Kassymova (2023) submitted that digital tools cater to various language skills, including reading, writing, listening, and speaking. From interactive reading platforms to language exchange apps, these tools offer a holistic approach to language learning, addressing multiple facets of language acquisition. Through digital tools, students can connect with English speakers and learners worldwide. This exposure fosters cultural awareness, a deeper understanding of global perspectives, and the ability to communicate effectively in diverse contexts. Integrating digital tools prepares students for the demands of the digital age. As communication and collaboration increasingly occur in online spaces, students develop digital literacy skills essential for their academic and professional success. Again, AI can provide teacher support. AI-powered tutoring systems can be leveraged to provide one-on-one support to students, freeing up teachers to focus on more complex tasks. Fullan (2023) noted that technologies such as learning management s

ystems (LMS) and educational apps facilitate continuous communication between students and educators, contributing to improved student retention and success. Learning management syste ms and digital platforms streamline administrative tasks, such as assigning and grading assignm ents, tracking progress, and communication. This efficiency allows teachers to focus more on th e instructional aspects of teaching. Naghdipour (2022) noted that AI-driven tools can also be us ed to assist teachers with tasks such as lesson planning, curriculum development, and student as sessment. Again, AI can be leveraged to analyze teacher performance data and provide personal ized recommendations for professional development and growth (Bali et al., 2024). According t o Culican (2024), AI algorithms can scan large data to tap into the gaps, thus creating content th at is interesting and trendy. AI can also be used for making content, including textbooks, person alized learning materials, and interactive courses according to the target audience. AI tools enab le the development of educational material that is based on natural language processing capabili ties, thus ensuring material that is consistent, concise, and grammatically correct (Rahimi, 202 4). Another opportunity in integrating digital tool s in English language teaching is AI-driven automation. AI can be leveraged for automated grad ing of students' achievement tests. Digital tools offer innovative assessment methods, including multimedia projects, interactive quizzes, and online portfolios. These assessments not only gau ge language proficiency but also assess digital literacy and creativity. Bali et al. (2024), Sanusi et al. (2022), and Srinivasa et al (2022) posited that AI-powered systems can automatically grad e assignments and exams, reducing the burden on educators and ensuring consistent, unbiased e valuations. This will also help to provide instant feedback to students. Chen (2023) Submitted t hat automated grading systems and real-time assessments empower students to identify and rect ify errors promptly, fostering a more iterative and efficient learning process. Digital tools offer i nnovative assessment methods, including multimedia projects, interactive quizzes, and online p ortfolios. These assessments not only gauge language proficiency but also assess digital literacy and creativity. Digital tools provide flexibility in terms of when, where, and how students learn. Whether through online courses, language learning apps, or virtual classrooms, learners can cho ose the mode of learning that best suits their preferences and schedules. Sim ilarly, AI can be leveraged for personalized learning pathways (Naghdipour, 2022). AI can be u sed to create customized learning plans tailored to individual students' needs, abilities, and learn ing styles. Arya (2024) noted that personalized learning experiences facilitated by adaptive lear ning systems use AI to tailor educational content and instructional approaches to individual stud ent needs, enhancing engagement and learning outcomes. Fullan (2023) explained that adaptive learning technologies analyze student performance data to provide customized learning paths, t hereby addressing diverse learning styles and needs more effectively. In a similar view, Kassym ova (2023) explained that adaptive learning platforms can analyze students' performance and p rovide personalized feedback, allowing educators to address specific language challenges that s tudents may encounter. One of the standout advantages is the ability to provide instant feedbac k. Whether through automated quizzes, writing analysis tools, or pronunciation apps, immediat e feedback supports continuous improvement and reinforces learning outcomes (Harsha, 2023). Furthermore, automated scheduling tools can create optimized class schedules by considering v arious constraints such as teacher availability and classroom capacity, leading to more efficient use of resources and improved scheduling accuracy (Pope, 2020). These technologies reduce m anual processing and errors, thus enhancing overall administrative efficiency. AI-powered syst ems can also be utilized to track student attendance, reducing administrative tasks and improvin g accuracy. This supports the submission of Ajuwon et al. (2024) that automated attendance sys tems using facial recognition or biometric data streamline the process of tracking student presen ce, thereby minimizing administrative errors and saving time.

Observations of the English language teaching and learning at FCT College of Education, Zuba, Abuja, suggest that traditional literary pedagogy dominates. It becomes necessary to explore th

e opportunities of integrating digital tools in English language teaching and learning given the f act that technology enhances teaching effectiveness. Hence, the present study is on opportunitie s in integrating digital tools in English language teaching and learning in FCT College of Educa tion, Zuba, Abuja.

Methodology

A descriptive survey design was adopted for the study. This was done by seeking the opinions o f English language lecturers and students on the problem of the study. The study was carried out in FCT College of Education, Zuba Abuja. The population is 533, made up of all 14 English lan guage lecturers and 519 English language students in FCT College of Education, Zuba Abuja. T he sample size is 229, determined using the Taro Yamane formula. Stratified proportionate rand om sampling was used to select respondents in each stratum to give 6 English language lecturer s and 223 English language students used for the study. The instrument for data collection was a questionnaire titled "Opportunities in Integrating Digital Tools in English Language Teaching and Learning Questionnaire (OIDTELTLQ)" constructed by the researcher based on the researc h questions. The questionnaire was made up of 21 items and was divided into three parts 1, 2 an d 3. Part 1 with 7 items to elicit information on student support opportunities in integrating digit al tools in English language teaching and learning in FCT College of Education, Zuba, Abuja; p art 2 has 7 items which covered teacher support opportunities in integrating digital tools in Engl ish language teaching and learning in FCT College of Education, Zuba, Abuja and part 3 with 7 items covered AI-driven opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja. The instrument was validated by three experts from the Faculty of Education, Nnamdi Azikiwe University, Awka. The instrument was pilot tested to ensure its reliability, and the data collected was analyzed using Cronbach's alpha. The scores gave coefficient reliability of 0.73, 0.80, and 0.74 for the three clusters, respectively, and an overall reliability coefficient of 0.76. The questionnaire was administered by the researc hers and two research assistants using the direct administration method. All the 519 copies of q uestionnaires administered were retrieved and duly filled. They were all used for analysis.

The data obtained were analyzed using mean and standard deviation based on the 4-poi nt scale. Any item with a mean response of 2.50 and above was considered 'Agreed,' while any one with a mean response below 2.50 was considered 'Disagreed.'

Data Analysis

Research Question One What are the student support opportunities in integrating digital tools in English language teaching and le arning in FCT College of Education, Zuba, Abuja?

Table 1 Mean ratings of English language lecturers and English language students on the student support oppo rtunities in integrating digital tools in English language teaching and learning in FCT College o f Education, Zuba, Abuja.

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		Students N =223			Teachers N = 06			Total N = 229		
S/N	ITEMS	Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
1	Using AI-powered chatbots to provide instant sup	2.85	.71	Agreed	3.07	.72	Agreed	2.92	.70	Agreed

	port and guidance on academic matters									
2	Using AI-powered tools to provide personalized career guidance and counseling	3.09	.64	Agreed	2.75	.68	Agreed	3.32	.63	Agreed
3	Language practice outside the classroom through digital tools	2.81	.69	Agreed	2.90	.62	Agreed	3.24	.60	Agreed
4	Providing targeted interventions for students who may need additional support.	2.85	.71	Agreed	2.91	.72	Agreed	3.24	.60	Agreed
5	Practicing communication skills in a foreign language through web chats	3.09	.64	Agreed	3.02	.65	Agreed	2.87	.67	Agreed
6	Access to language resources online	2.89	.67	Agreed	2.81	.69	Agreed	3.35	.69	Agreed
7	Communication with real native speakers from different cultural environments through social networks.	3.07	.62	Agreed	2.85	.71	Agreed	3.29	.68	Agreed
	Cluster mean	2.84	.70	Agreed	3.09	.64	Agreed	3.14	.62	Agreed

From the presentation of data in Table 1 above, all the 7 items had aggregate mean scores above the cut-off point of 2.50. This means that they were accepted by the respondents showing that they are all student support opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja.

Research Question Two What are the teacher support opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja?

Table 2 Mean ratings of English language lecturers and English language students on the teacher support opportunities in integrating digital tools in English language teaching and learning.

		Students N =223			Lecturers N = 06			Total N = 229		
S/N	ITEMS	Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
1	One-on-one student support through AI-powered tutoring systems, freeing teachers for complex tasks	3.71	.60	Agreed	3.53	.60	Agreed	3.11	.92	Agreed
2	Streamlining administrative tasks (e.g., grading, progress tracking) through LMS and digital platfor	3.62	.88	Agreed	2.53	.91	Agreed	2.56	.82	Agreed

	ms.									
3	Creating interactive lesson content with AI tools	3.53	.70	Agreed	3.61	.70	Agreed	3.25	.88	Agreed
4	Personalized recommendations for teacher professional development and growth based on performance data analysis	2.64	1.06	Agreed	3.45	1.07	Agreed	2.61	.87	Agreed
5	Developing personalized learning materials tailored to target audiences using AI	3.73	.62	Agreed	3.43	.58	Agreed	2.56	.92	Agreed
6	Ensuring correctness in educational materials through AI's natural language processing capabilities	2.53	1.10	Agreed	2.99	1.11	Agreed	3.31	.80	Agreed
7	Continuous communication between students and educators via learning management systems (LMS)	2.53	.91	Agreed	2.57	.66	Agreed	3.29	.81	Agreed
	Cluster mean	2.54	.75	Agreed	3.71	.93	Agreed	3.29	.81	Agreed

From the presentation of data in Table 2 above, all the 7 items had aggregate mean scores above the cut-off point of 2.50. This means that they were accepted by the respondents, showing that they are all teacher support opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja.

Research Question Three What are the AI-driven automation opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja?

Table 3 Mean ratings of English language lecturers and English language students on the AI-driven automation opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja.

		Students N =223			Educators N = 06			Total N = 229		
S/N	ITEMS	Mean	SD	Remark	Mean	SD	Remark	Mean	SD	Remark
1	Automated grading of student achievement tests	3.61	.71	Agreed	3.43	.61	Agreed	3.00	.82	Agreed
2	Instant feedback through automated quizzes, writing analysis tools, and pronunciation apps	3.62	.75	Agreed	2.53	.71	Agreed	2.52	.72	Agreed
3	Personalized learning pat	3.64	.76	Agree	3.51	.74	Agree	3.20	.88	Agree

	hways tailored to individual students' needs, abilities, and learning styles using AI			d			d			d
4	Adaptive learning systems that analyze student performance data to address diverse learning styles	2.65	.77	Agreed	3.45	.62	Agreed	2.62	.77	Agreed
5	Automated creation of customized learning plans based on individual student needs	3.72	.61	Agreed	3.43	.68	Agreed	2.56	.72	Agreed
6	Automated attendance tracking using facial recognition or biometric data	2.53	60	Agreed	2.98	.60	Agreed	3.31	.81	Agreed
7	Optimized class scheduling using automated tools	2.54	.62	Agreed	2.57	.66	Agreed	3.29	.80	Agreed
	Cluster mean	2.54	.75	Agreed	3.71	.93	Agreed	3.29	.80	Agreed

From the presentation of data in Table 3 above, all the 7 items had aggregate mean scores above the cut-off point of 2.50. This means that they were accepted by the respondents showing that they are all AI-driven automation opportunities in integrating digital tools in English language teaching and learning in FCT College of Education, Zuba, Abuja.

Discussion of Findings

The findings revealed a consensus among both students and teachers that integrating digital tools offers significant student support opportunities in English language teaching and learning. All items, such as AI-powered chatbots for academic support, personalized career guidance, digital tools for language practice beyond the classroom, and web-based interaction with native speakers, were rated above the 2.50 benchmark. This aligns with the findings of Moorhouse and Yan (2023), who emphasized the role of digital platforms in creating dynamic, engaging, and learner-centered environments. Harsha (2023) and Starkey (2020) also supported the idea that digital tools enhance communication skills and cater to diverse learning needs. These findings contrast slightly with the submission of Zimina and Lyulyaeva (2017), who stressed more on the motivational and cognitive stimulation aspects rather than support services such as counseling or AI-driven career guidance.

The study found that teachers perceive digital tools as highly supportive in enhancing their instructional delivery. Opportunities such as AI-powered tutoring systems, streamlined administrative tasks through Learning Management Systems (LMS), and the creation of interactive content were agreed upon by both students and teachers. The strong agreement validates the claims by Starkey (2020) and Rahimi (2024), who noted that digital tools facilitate personalized teacher development, reduce workload, and support professional growth. Similarly, Samandarov and Murodullaev (2023) underscored the significance of integrating ICT in teaching to boost efficiency and instructional innovation. However, some respondents showed moderate agreement on the use of AI for performance analysis and development of educational content, which suggests a slight disconnect from Bali et al. (2024), who emphasized the robust capabilities of AI in teacher evaluation and curriculum planning. Respondents unanimously recognized various AI-driven automation opportunities in ELT, including automated grading, personalized learning pathways, adaptive learning systems, and real-time feedback. These findings resonate with the views of Bali et al. (2024) and Naghdipour (2022), who identified AI's potential in reducing manual tasks and delivering tailore

d learning experiences. Arya (2024) and Fullan (2023) also affirmed that adaptive technologies improve student engagement and academic performance through instant feedback and dynamic scheduling. Nevertheless, while the overall mean scores reflect general agreement, the variabili ty in some items, such as biometric attendance tracking, may suggest limited infrastructure or a wareness in some institutions, contrasting with Ajuwon et al. (2024), who highlighted the readi ness of such systems in modern educational contexts.

Conclusion This study explored the opportunities in integrating digital tools in English language teaching and lea rning within FCT College of Education, Zuba, Abuja. The findings revealed that digital integrat ion presents extensive benefits across three main areas: student support, teacher support, and A I-driven automation. Students can receive academic and emotional support, engage in flexible l anguage practice, and benefit from global digital collaboration. Teachers can streamline their w orkload, improve lesson delivery, and receive data-driven feedback for professional growth. Fu rthermore, AI-powered automation offers personalized learning, real-time assessments, and effi cient administrative processes. These findings confirm the growing relevance of digital and AI t echnologies in transforming English language education for both learners and instructors.

Recommendations The following recommendations are made based on findings of the study:

1. It is recommended that the Federal Ministry of Education should develop and implement di gital language support frameworks across secondary and tertiary institutions, particularly fo r students. These frameworks should include AI-powered academic counseling systems, lan guage learning apps, and global communication platforms to improve student engagement a nd academic success.
2. TRCN should partner with EdTech organizations to organize continuous professional devel opment (CPD) programs for English language teachers. These programs should focus on tra ining teachers in AI-powered tutoring systems, use of LMS, and content creation tools to en hance teaching effectiveness.
3. The National Universities Commission (NUC) should mandate universities to integrate AI-driven automation tools such as automated grading systems, biometric attendance trackers, and adaptive learning platforms into their English language curriculum. This will improve a ssessment accuracy, support individualized learning, and reduce administrative burdens.

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