THE IMPACT OF DIGITAL TOOLS ON THE EFFECTIVE TEACHING AND LEARNING OF THE ENGLISH LANGUAGE AMONG STUDENTS OF ENGLISH AT FCT COLLEGE OF EDUCATION, ZUBA

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Abstract
The study was on the impact of digital tools on effective teaching and learning of the English language among students of English at FCT College of Education, Zuba. The study indicates that digital tools have revolutionized teaching and learning and, as such, play an important role in the 21st century. As such, despite the widespread adoption of digital technologies in educational institutions globally, there is a gap in the extent to which these tools impact teaching and learning outcomes among students of the FCT College of Education, Zuba. The study adopted Vygotsky's Sociocultural Theory of Learning as the theoretical framework of the study. The study employed a qualitative design, a purposive sampling technique to get fifteen participants who were interviewed for the study. Content analysis was utilized for data analysis. The finding of the study indicates that digital tools have a significant impact on effective teaching and learning of the English language among students of FCT College of Education, Zuba. It also reveals that digital tools enhance English students' engagement and motivation to learn at FCT College of Education, and thirdly, the finding reveals that English lecturers' perceptions of digital tools in facilitating effective teaching and learning promote effective teaching and learning of students of English at FCT College of Education Zuba. This study underscores the importance of digital integration in English education to optimize learning outcomes. The study recommends that the college should organize regular digital literacy training and workshops for lecturers to enhance their competence in integrating technology into language instruction, invest in well-equipped digital language laboratories, and promote the realization of a combination of traditional and digital teaching and learning methods to maximize the benefits of digital tools.

Background to the Study
The integration of digital tools in education has revolutionized the teaching and learning process across various disciplines, including English language studies. In recent years, digital tools have become an integral component of the modern educational landscape, fostering interactive, engaging, and effective learning experiences. As technological advancements continue to reshape traditional pedagogical methods, educators and students alike are increasingly leveraging digital resources to enhance knowledge acquisition and instructional delivery (Odede, 2021). Consequently, this fact motivated the researcher to undertake the present study to investigate the impact of digital tools on teaching and learning at the FCT College of Education, Zuba.

The use of digital tools in English

language education has led to improved teaching methodologies and learning outcomes. Digital tools such as interactive whiteboards, language learning applications, online dictionaries, e-boo ks, podcasts, and multimedia content have revolutionized traditional teaching methods (Meyers Prinsloo, Ramaila & Mpinga, 2022). These resources offer students varied ways to interact wit h content, thereby improving comprehension and retention. Additionally, digital tools provide e ducators with innovative ways to deliver lessons, assess students, and offer personalized instruc tion based on individual learning needs. Furthermore, student engagement and motivation are e ssential determinants of effective learning. Traditional methods of teaching English, such as rot e memorization and passive listening, often fail to captivate students' interest (Rwodzi, de Jager & Mpofu, 2020). However, the integration of digital tools transforms the learning experience in to an interactive and dynamic process, thereby fostering greater enthusiasm and participation a mong students. For instance, language learning applications such as Duolingo, Babbel, and Qui zlet make learning fun by incorporating gamification techniques, allowing students to practice vocabulary, grammar, and pronunciation through engaging exercises (Simelane-Mnisi, 2023). Additionally, the use of audiovisual aids such as YouTube tutorials, TED Talks, and virtual real ity simulations provides immersive experiences that enhance understanding and retention of co mplex linguistic concepts. These tools cater to different learning styles, ensuring that visual, au ditory, and kinesthetic learners all benefit from the instructional content (Idowu, 2023).

Statement of the Problem

The integration of digital tools in English education has become increasingly essential for enha ncing teaching and learning effectiveness. However, despite the widespread adoption of digital technologies in educational institutions globally, the extent to which these tools impact teaching and learning outcomes among students of English in FCT College of Education, Zuba, remains unclear. There are concerns regarding the accessibility, usability, and effectiveness of digital to ols in facilitating practical and theoretical knowledge essential for English students. Additionall y, factors such as limited digital literacy, inadequate infrastructure, and inconsistent utilization of digital platforms by educators may hinder the full potential of these tools in achieving optima l learning outcomes. Moreover, the transition to digital learning environments raises questions about student engagement, knowledge retention, and the development of critical skills that are v ital in English education. Without a clear understanding of how digital tools influence the educa tional experiences of English students of FCT College of Education, Zuba, it becomes challengi ng to develop strategies that maximize their benefits. This gap in knowledge necessitates an inv estigation into the impact of digital tools on effective teaching and learning of the English langu age among students of English at FCT College of Education, Zuba, in order to inform policy, im prove educational practices, and enhance the overall quality of English education.

Objectives

1. To assess the impact of digital tools on effective teaching and learning of English language a mong students of English of FCT College of Education, Zuba.
2. To examine the role of digital tools in enhancing engagement and motivation of the English l anguage among students of English at FCT College of Education, Zuba.
3. To explore the perception of digital tools in facilitating effective teaching and learning of the English language among lecturers of English at FCT College of Education, Zuba.

Research Questions

1. How do digital tools impact the effective teaching and learning of the English language amo ng students of English at the FCT College of Education, Zuba? 2. In wh at ways do digital tools enhance students' engagement and motivation in learning the English la

nguage at the FCT College of Education, Zuba?
3. What are the perceptions of lecturers at the FCT College of Education, Zuba, regarding the ro le of digital tools in facilitating effective teaching and learning of the English language?

Significance of the Study

The significance of this study lies in its contribution to theory, practice, and policy regarding En glish language education. Theoretically, the study helps in enriching previous literature through adequate provision of data that are empirical, which provides insights on how digital tools help i n language acquisition, thereby deepening scholarly understanding of technology-enhanced pe dagogy. Practica lly, the study offers valuable guidance for teachers and students by demonstrating effective way s to integrate digital tools into classroom instruction, improving learners' engagement, compreh ension, and communicative competence in English. From a policy perspective, the findings inform curriculum planners, educational administrators, and government bodies on the need to prioritize digital literacy, infrastructure development, and teacher training within Colleg es of Education, thereby promoting sustainable and inclusive educational reforms that reflect 2 1st-century learning demands.

Scope of the Study/Delimitation

The study was done in FCT College of Education, Zuba. The participants of the study were stud ents and staff. Five female students, five male students and five lecturers. The participants were all drawn from FCT College of Education, Zuba. The study utilized the Vygotsky's Sociocultur al Theory of Learning.

Review of Related Literature

Preamble: In this section, the researcher reviews different empirical studies that align with the o bjectives of the study. This enables the researcher to cover the major themes of the set objective s. Jolayemi, Adeboye, and Adeyiwolu (2023) conducted a study titled "Effects of Use of Techn ology in English Language Teaching and Learning among Selected Secondary School Students in Osun State, Nigeria." The participants were 600 students and 300 teachers from selected seco ndary schools in Osun State. Employing a descriptive survey design, the researchers utilized qu estionnaires for data collection. The results revealed that digital learning resources were effecti ve but were grossly inadequate for utilization. Solomon and Esther (2023) cond ucted a study titled "Incorporating Digital Literacy into the Curriculum for 21st Century: Nigeri an Teachers' Perception." The participants were 240 teachers from eight secondary schools in A bia State. Employing a descriptive survey design, data were collected through questionnaires an d interviews. The results showed that 80% of teachers are aware of the importance of incorporat ing digital literacy in the classroom and believe that digital literacy improves students' learning and performance. Simelane-Mnisi (2023) conducted a study on the effect of digital tools on fostering students' engagement and motivation. The study employed a mixed-methods design with embedded quantitative and qualitative approaches, utilizing a survey questionnaire and interviews. A total of 116 participants were utilized from the Tshwane University of Techn ology in Pretoria; the participants were obtained through purposive sampling. The findings indi cated digital tools fostered students' engagement and motivation to learn the English language.

Meyers, Prinsloo, & Greyling (2022) investigated the effectiveness of digital tools on students' engagement and motivation in learning the English language among first-year Eng lish language students. The study made use of a qualitative design. Participants of the study wer e gotten from the Technical and Vocational Education and Training (TVET) college in the West ern Cape. The study made use of semi-structured interviews with 12 first-year English Addition al Language students as participants. The participants were gotten through a purposive samplin

g. Data were analyzed thematically. The findings revealed that digital tools had a significant im pact on learning and thus enhanced students' engagement and motivation. Owusu (2023) cond ucted a study to examine the perceptions of selected English language teachers' perspectives ab out digital tools and how they facilitate effective teaching and learning of the English language. The mixed-method design was utilized for the study. The purposive sampling was used to get 1 0 language teachers from the Communication Studies Department of Sunyani Technical Univer sity in Sunyani, Ghana. Content analysis was used for the data. Results showed that the percepti on of teachers on the use of digital tools was positive and thus enhanced effective teaching and l earning of the English language.

Theoretical Framework

The theory adopted for the framework of this study is Vygotsky's Sociocultural Theory of Lear ning. This theory emphasizes the role of social interaction, cultural tools, and mediated learning in cognitive development. The theory states that learning occurs through social interaction and t he use of cultural tools, including language and technology. The theory suggests that cognitive development is influenced by social interaction and the zone of proximal development, which refers to the difference between what a learner can do independently and what they can achieve with guidance. Digital tools serve this purpose. This theory is relevant to the study of digital tool s in teaching and learning English because digital tools act as mediators in language acquisition by providing interactive and engaging learning experiences, it enhances collaboration and scaff olding, allowing students to learn through guided instruction, peer interactions, and multimedia resources, it supports the role of social learning, as online platforms enable discussions, virtual classrooms, and cooperative learning among students, it aligns with modern digital education, where tools like language learning apps, virtual simulations, and online assessments aid in deve loping English language proficiency.

Research Methodology

In these sections, the researcher explains the basic methodological tools utilized for the study, which were the design, population, instrument for data collection, validity and reliability of the instruments, sample of the study and sampling technique, and data analysis.

Design

This study employed a qualitative design; it made use of qualitative interviews to gain a compre hensive understanding of the impact of digital tools on effective teaching and learning among st udents of FCT, College of Education, Zuba. The study made use of semi-structured interviews t o elicit responses from the participants of the study, which assisted in getting deeper insights int o participants' experiences in line with the use of digital tools in effective teaching and learning.

Population

The population of the study were the students and staff of FCT, College of Education, Zuba. Th e area where the study was carried out was within the premises of the FCT College of Education Zuba.

Instrument for Data Collection B

eing that the study adopted a qualitative design, the following questions were used to elicit resp onses from the fifteen participants in the study:

1. How do digital tools impact the effective teaching and learning of the English language?
2. In what ways do digital tools enhance students' engagement and motivation in learning the E nglish language?

3. What are your perceptions as a lecturer regarding the role of digital tools in facilitating effecti ve teaching and learning of the English language?

Validity and Reliability of the Instrument

To establish the validity of the qualitative questions developed for this study, a systematic process was undertaken. Initially, the questions were carefully crafted based on an in-depth review of contemporary literature on digital tools and language education to ensure alignment with the research objectives. To enhance content and face validity, the questions were reviewed by two senior academics specializing in English language education and educational technology, whose feedback informed minor revisions for clarity and contextual appropriateness. Furthermore, a pilot interview was conducted with participants outside the final participant pool to confirm the questions' comprehensibility, and ability to elicit rich, reflective responses. Adjustments made following this pilot reinforced the questions' capacity to capture the experiences and perceptions relevant to the study. To address the reliability, detailed documentation of the research process was maintained through an audit trail, describing each stage from question development to data collection and analysis. The code-recode strategy was employed, whereby interview transcripts were coded on two separate occasions to assess the consistency of interpretations over time. Additionally, peer debriefing was incorporated: a research colleague independently reviewed and discussed the coding framework and emerging themes, with discrepancies resolved through reflective dialogue, thereby enhancing the dependability of the findings. Collectively, these strategies strengthened the trustworthiness of the study, ensuring that the reported findings genuinely represent the participants' perspectives on the impact of digital tools in English language teaching and learning at FCT College of Education, Zuba.

Sample of the Study and Sampling Technique

The study made use of 15 participants from English department of FCT College of Education, Zuba. The participants were five males, five females and five lecturers. Three students were from 100 level, three from 200 level and four from 300 level. While the lecturers where 5 who were drawn from the department of English language. A purposive sampling technique was utilized to get this set of participants for the study.

Data Analysis Cont

ent analysis was used to identify recurring themes and patterns in the qualitative data which for med the results of the study.

Emerging Themes from Content Analysis

Based on data collected from fifteen participants, at the FCT College of Education, Zuba, three central themes emerged through systematic content analysis, reflecting the multifaceted influence of digital tools on the teaching and learning of English language.

1. Participants consistently described digital tools as catalysts for improving instructional quality, lesson delivery, and comprehension among students. Lecturers highlighted how the integration of multimedia resources, language learning applications, and interactive digital platforms enriched lesson content, supported differentiated instruction, and enhanced students' mastery of linguistic concepts. This theme captures the perceived significance of digital tools in fostering a more dynamic, student-centered, and effective English language teaching environment.
2. A recurring insight from the interviews centered on the role of digital tools in increasing students' active participation and enthusiasm for learning English. Participants observed

that the use of audiovisual materials, real-time quizzes, and collaborative online activities sustained learners' interest and reduced classroom disengagement. This theme emphasizes the motivational dimension of digital integration, reflecting its capacity to make language learning more appealing and interactive for students.

3. The final theme reflects lecturers' generally favorable attitudes toward adopting digital tools as part of pedagogical practice. Participants reported that these tools not only supported content delivery but also enabled reflective and adaptive teaching strategies. The data further indicate that lecturers perceived digital tools as complementary resources that align with institutional goals of improving teaching quality and learning outcomes. This theme highlights how positive lecturer perceptions serve to reinforce the systematic use of digital tools, thereby sustaining their pedagogical impact.

Discussions

The finding of the study reveals that digital tools had a significant impact on effective teaching and learning of English language among students of English of FCT College of Education, Zuba. The finding also reveals that digital tools aided in enhancing engagement and motivation of English language among students of English of FCT College of Education, Zuba. Thirdly, the finding reveals that FCT Zuba lecturers' perceptions of digital tools facilitated effective teaching and learning.

The finding of research question one reveals that digital tools facilitate the teaching and learning of the English language among students in FCT College of Education, Zuba. The finding agrees with Almusharraf and Khahro (2020). The result shows that digital tools provide opportunities for students to interact with authentic language materials, participate in virtual learning environments, and develop their language proficiency through multimedia content. Thus, these platforms, such as language learning applications, learning management systems (LMS), and online collaboration tools, improve students' comprehension skills and enable instructors to create engaging lesson plans. The finding of the study was also supported by Yunus (2021), which indicates that digital tool support enhances effective teaching and learning through personalized learning experiences, catering to students' diverse learning needs.

The finding of research question two reveals that use of digital tools increases English students' FCT College of Education, Zuba motivation and engagement in learning English. The finding agrees with Raja & Nagasubramani (2018). The finding reveals that technology-driven classrooms encourage active participation and make learning more enjoyable. The finding also agrees with Warschauer (2020), who highlights that digital tools reduce learning anxiety, particularly for students who struggle with face-to-face communication. Thus, digital tools allow students to practice English in a low-pressure environment, which builds confidence and fosters interaction. Therefore, the finding states that digital tools create an immersive experience that enhances student motivation and engagement, which improves language retention. The finding of research question three reveals that lecturers' perceptions toward digital tools play a pivotal role in determining their effectiveness in English language instruction. This finding is in congruence with Alqahtani (2021), who found out that English lecturers who have a positive perception of digital tools are more likely to integrate e-learning platforms, multimedia content, and digital assessments into their teaching practices. Moreover, Tondeur et al. (2020) agrees with the finding of this study when he indicates that lecturers who receive adequate training and professional development on digital pedagogy are more likely to leverage technology effectively. Thus, when lecturers perceive digital tools as enhancing engagement, providing instant feedback, and fostering collaborative learning, they are more inclined to incorporate them into their instruction.

Recommendations

The following are recommendations made from the outcome of the current study:

The college should organize regular digital literacy training and workshops for lecturers to enhance their competence in integrating technology into language instruction**.** This will help them effectively utilize learning management systems, digital assessments, and interactive content to improve students' learning experiences.

The institution should invest in well-equipped digital language laboratories, stable internet access, and updated educational software and also provide students with affordable or free access to digital tools to promote inclusivity and ensure that all learners benefit from technology-enhanced education**.** A combination of traditional classroom teaching and digital learning methods should be adopted to maximize the benefits of digital tools. This will allow students to engage with online assignments, discussion forums, and virtual learning environments while still benefiting from face-to-face instruction.

Conclusion

The integration of digital tools in the teaching and learning of the English language at FCT College of Education, Zuba, has significantly improved language acquisition, student engagement, and instructional effectiveness. This is because digital tools provide interactive, student-centered learning experiences that enhance reading, writing, listening, and speaking skills. Additionally, digital tools foster collaboration, motivation, and self-paced learning**,** making English language instruction more dynamic. However, the successful adoption of digital tools depends on lecturers' digital literacy, institutional support, and students' access to technology**.** Addressing these challenges will ensure that digital tools are effectively utilized to maximize learning outcomes.

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