

Research

## **ENHANCING ENGLISH LANGUAGE INSTRUCTION THROUGH DIGITAL TOOLS: TEACHERS' PERCEPTIONS FROM LAGOS STATE, NIGERIA**

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**Abstract:** Globally, the use of digital technologies in education has changed how people teach and learn. Digital tools in language education offer chances for interactive learning, better communication, and easier access to learning materials. This study looks into how instructors in Lagos State, Nigeria, see the value of using digital tools to improve English language training. A standardized questionnaire was used to gather data from 120 English language instructors in particular secondary schools using a descriptive survey research approach. The results showed that teachers believe digital tools can enhance students' motivation, engagement, comprehension, and teamwork when learning a language. Multimedia presentations, educational software, online platforms, and digital assessment tools were identified as especially useful tools.

However, obstacles including poor infrastructure, insufficient training for teachers, and erratic internet connectivity, prevent complete integration. The study comes to the conclusion that better technology assistance and ongoing professional development are necessary for the effective use of digital tools in English language training. Investments in digital tools and teacher training programs are among the recommendations.

**Keywords:** English, Language, Instruction, Digital, Teachers and Perceptions

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### **Introduction**

Global educational methods have been profoundly impacted by the swift advancement of digital technologies. Digital tools have grown in significance over the past several years in terms of changing teaching and learning procedures at all educational levels. These tools provide creative ways to deliver instructional content, encourage

interaction, and raise student involvement in language education (Bond et al., 2020; Redecker & Punie, 2021).

The term "digital tools" refers to technical resources that facilitate teaching and learning activities, including learning management systems, mobile applications, multimedia software, and online communication platforms. These resources give teachers the ability to teach English language concepts through interactive and multimedia methods that improve students' comprehension and retention. By enabling students to take part in conversations, group projects, and online learning activities, digital technologies help promote collaborative learning (Hsu & Ching, 2023).

It is well known that incorporating digital resources into language training is a successful way to enhance student learning. According to studies, by offering a variety of learning experiences and instant feedback, digital technology can improve students' motivation, engagement, and language competency (González & Dörgönül, 2022). Additionally, using digital platforms, educators can create learner-centered teaching practices that foster collaboration, creativity, and critical thinking (Trust & Whalen, 2021).

Despite these advantages, teachers' attitudes, views, and willingness to use digital tools determine how well they are integrated. Teachers' willingness to employ digital tools in the classroom is greatly influenced by their opinions regarding its efficacy and utility (Kimmons & Hall, 2021). The use of digital tools is growing in Lagos State, Nigeria, a major center for education and technology, but little is known about how successful English language instructors think these tools are.

The impact of digital tools in improving English language instruction in Lagos State is examined in this study. Policymakers, school administrators, and other stakeholders can better assist teachers in optimizing the advantages of digital technologies by having a better understanding of these attitudes.

## **Method**

To find out how teachers feel about using digital technologies in English language instruction, this study used a descriptive survey approach. English language instructors working in Lagos State's public secondary schools made up the population. To guarantee representativeness, a sample of 120 instructors was chosen at random from ten public secondary schools (Creswell & Creswell, 2021).

A structured questionnaire with items assessed on a four-point Likert scale (Strongly Agree to Strongly Disagree) was used to gather data. Teachers' opinions of digital

technologies, such as educational software, online learning platforms, multimedia materials, and digital assessment tools, were evaluated by the instrument. Experts in educational technology and English language instruction verified the questionnaire, and a reliability pilot test produced a Cronbach's Alpha coefficient of 0.82 (Taber, 2018).

Descriptive statistics, such as frequency counts, percentages, and mean scores, were used to assess the data from the direct collection of completed questionnaires. The benchmark was a mean of 2.50, with scores  $\geq 2.50$  denoting agreement and scores  $< 2.50$  denoting disagreement.

## Results

### Teachers' Perceptions of the Effectiveness of Digital Tools in English Language Instruction

S/N	Items	SA	A	D	SD	Mean	Decision
1.	Digital tools improve students' engagement in English language classes.	46	50	15	9	3.11	Agree
2.	The use of multimedia resources enhances students' understanding of English language concepts.	40	52	18	10	3.02	Agree
3.	Digital tools promote interactive learning during English language lessons.	44	48	17	11	3.04	Agree
4.	Online learning platforms support collaborative learning among students.	38	49	20	13	2.93	Agree
5.	Digital assessment tools help teachers evaluate students' language performance effectively.	42	47	19	12	2.99	Agree
6.	The use of digital tools increases students' motivation to learn English language.	45	46	18	11	3.04	Agree

Grand Mean = 3.02

The results indicate that teachers perceive digital tools as effective in enhancing engagement, motivation, collaboration, understanding, and assessment in English language instruction.

## Discussion

The results of this study are consistent with global research showing that digital tools improve student participation and engagement (Bond et al., 2020; Hsu & Ching, 2023). Instructors noted that interactive applications, internet platforms, and multimedia resources enhanced student engagement and made lessons more engaging.

In keeping with research demonstrating that online discussion boards, virtual classrooms, and shared platforms allow students to share ideas and practice language skills in an authentic manner, digital technologies also promoted collaborative learning (González & Dörgönül, 2022). Additionally, teachers thought that digital assessment tools were useful for tracking students' development, which is consistent with research by Smith and Jones (2024) and Yilmaz and Baytak (2025).

Despite these advantages, problems like poor infrastructure, insufficient training, and erratic internet connectivity were noted. According to earlier studies highlighting the importance of teacher competency, professional development, and institutional support, these variables can impede the successful integration of technology (Kimmons & Hall, 2021; Redecker & Punie, 2021).

The findings also show how the Technological Pedagogical Content Knowledge (TPACK) framework, which highlights how teachers may successfully combine technology, pedagogy, and content knowledge to enhance learning outcomes, can be applied (Hsu & Ching, 2023; Link.springer.com, 2025).

## **Conclusion**

By encouraging engagement, motivation, interaction, teamwork, and efficient evaluation, teachers in Lagos State believe that digital tools can improve English language instruction. Particularly helpful tools included digital assessment systems, instructional applications, internet platforms, and multimedia materials.

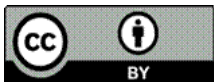
However, challenges such as inadequate infrastructure, limited professional development, and unstable internet connectivity may hinder effective integration. The study concludes that successful implementation of digital tools in English language classrooms requires continuous professional training for teachers, investment in digital infrastructure, and institutional support to maximize their educational potential.

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