

## Digital Literacies and English Language Teaching: Challenges and Opportunities for Nigerian Teachers

Yahya Adam Yakubu<sup>1</sup>, Nenfort Emmanuel Joseph<sup>2</sup>

<sup>1</sup>Department of Arts Education, Faculty of Education,  
University of Abuja  
yaygiraka@gmail.com

<sup>2</sup>Department of English, College of Languages,  
Federal University of Education, Pankshin  
nenfort001@gmail.com

### Abstract

*This study explores the integration of digital literacies into English language teaching (ELT) in Nigeria, a low-resource context. Despite the recognised benefits of digital literacies, their adoption in ELT remains inconsistent due to structural, infrastructural, and pedagogical challenges. The research investigates the barriers and opportunities influencing Nigerian teachers' incorporation of digital literacies in ELT classrooms, using a mixed-methods approach. The study is grounded in the Digital Literacies Framework and the Technological Pedagogical Content Knowledge (TPACK) model. The findings reveal that while teachers are aware of the benefits of digital literacies, practical integration is constrained by inadequate infrastructure, insufficient technical support, and low confidence in digital skills. However, teachers have reported creative uses of low-bandwidth tools to stimulate learner participation and extend practice beyond the classroom. The study highlights the dynamic interplay between systemic limitations and teacher agency, demonstrating that committed educators can find adaptive strategies to merge pedagogical goals with available technological resources. The study concludes with practical recommendations for policymakers, teacher educators, and school administrators, including targeted professional development programmes, clear national guidelines for digital and AI integration, and context-responsive programme designs. These recommendations aim to promote digital inclusion and equitable access to quality education in low-resource settings. The study extends current scholarship on digital literacy in low-resource settings and provides insights into the challenges and opportunities of integrating digital literacies into ELT in Nigeria.*

**Keywords:** *Digital literacies, English language teaching, educational technology, challenges and opportunities, Nigerian teachers*

### INTRODUCTION

The rapid advancement of digital technologies in the past two decades has profoundly reshaped the landscape of language education worldwide, offering unprecedented opportunities for innovation in teaching, learning, and assessment. From the widespread adoption of interactive

learning platforms to the integration of artificial intelligence in classroom instruction, technology has shifted from being an optional supplement to becoming a core enabler of 21st-century pedagogy. In the domain of English Language Teaching (ELT), digital literacies – defined broadly as the skills, practices, and critical awareness needed to navigate, interpret, and create meaning in digital environments – are now recognised not only as desirable but essential competencies for learners and teachers alike (UNESCO, 2023b; Godwin-Jones, 2022).

Globally, the integration of digital literacies has been linked to improved learner motivation, more authentic language use, and richer multimodal communication opportunities (Hafner, 2021; Reinders & White, 2016). In technologically advanced contexts, students routinely engage in collaborative writing on cloud platforms, create interactive presentations enriched with multimedia, and utilise AI-powered feedback systems to refine their linguistic accuracy. However, the pace and scope of integration vary significantly between countries and even within regions of the same country, depending on infrastructural readiness, policy direction, and teacher preparedness.

In Nigeria, the integration of digital literacies into ELT faces unique contextual challenges and opportunities. The country's educational landscape is marked by contrasts: on one hand, there is a young, tech-savvy population, a rapidly expanding mobile network, and recent government policy pushes such as the National Digital Learning Policy (NDLP) (Federal Ministry of Education, 2023) and the National Digital Literacy Framework (NDLF) (NITDA, 2023). On the other hand, persistent infrastructural deficits – such as unreliable electricity, high data costs, and limited access to devices – continue to impede large-scale adoption (Akanbi et al., 2021; GSMA, 2023).

Moreover, the socio-cultural and institutional contexts of Nigerian schools exert a strong influence on pedagogical decision-making. Many public secondary schools remain heavily exam-oriented, with external assessments still privileging print-based tasks over multimodal and digital competencies (Yusuf, 2022). This often forces teachers into a pragmatic compromise: they may be convinced of the pedagogical value of digital literacies but choose to focus classroom time on traditional drills to ensure students perform well in high-stakes examinations.

While global scholarship on digital literacies in ELT is growing, relatively few empirical studies have examined how teachers in low-resource contexts – particularly within sub-Saharan Africa –

negotiate the integration of these literacies into their daily practice. Those that do often highlight the gap between policy ambition and classroom reality, emphasising the need to understand teachers' experiences (Ajani & Dada, 2025; Olatunji, 2024). This gap is significant because teachers' perceptions, competencies, and agency ultimately determine whether technology integration initiatives succeed or fail.

Grounded in the Digital Literacies Framework (Jones & Hafner, 2012) and the Technological Pedagogical Content Knowledge (TPACK) model (Mishra & Koehler, 2006), this study investigates the challenges and opportunities Nigerian English language teachers encounter in integrating digital literacies into their classrooms. These frameworks provide complementary perspectives: the former highlights the social and cultural dimensions of digital literacy, while the latter offers a structured lens for examining the interplay between technology, pedagogy, and content knowledge.

By addressing this gap, the study aims to contribute to both academic discourse and practical policymaking. It offers insights that can inform professional development programmes, school leadership strategies, and curriculum reforms aimed at fostering equitable and sustainable digital literacy integration in ELT – not only in Nigeria but in comparable low-resource educational environments worldwide.

## **Concept of Digital Literacies and English Language Teaching**

### **Understanding Digital Literacies**

Digital literacies, as conceptualised in contemporary scholarship, extend far beyond basic computer or ICT skills. They encompass a broad repertoire of abilities, knowledge, and dispositions that enable individuals to engage critically, creatively, and ethically with digital technologies in networked environments (UNESCO, 2023b; Lankshear & Knobel, 2015). These literacies are inherently multimodal – integrating linguistic, visual, auditory, and interactive forms of meaning-making – and are socially situated, shaped by the communicative practices of particular communities.

Unlike basic ICT competence, which might focus on using word processors or sending emails, digital literacies involve higher order thinking skills such as:

- i. Critical evaluation of online sources for credibility, bias, and accuracy.

- ii. Creation of multimodal content such as podcasts, videos, interactive infographics, and blogs.
- iii. Participation in digital communities through collaborative platforms and discussion forums.
- iv. Awareness of data ethics, privacy, and the implications of artificial intelligence in generating and sharing content.

Hafner and Chik (2016) argue that the most meaningful applications of digital literacies in education occur when these skills are embedded in authentic tasks that mirror real-world communication practices. For instance, producing a class podcast not only develops speaking skills but also requires planning, scriptwriting, audio editing, and online publishing – each of which activates different aspects of digital literacy.

In the Nigerian context, digital literacies have been influenced by rapid mobile technology adoption, with mobile phone penetration exceeding 100 million active users by 2024 (GSMA, 2024). Social media platforms like WhatsApp, Facebook, and increasingly TikTok have become informal learning spaces, where students and teachers exchange materials, practise language skills, and even engage in peer feedback. Government policy, particularly the National Digital Learning Policy (NDLP) of 2023, has begun to formalise the role of these technologies in education, emphasising equitable connectivity, capacity building, and curriculum integration (Federal Ministry of Education, 2023).

This represents a paradigm shift from “learning about technology” – in which digital tools are taught as separate skills – to “learning with technology,” where tools are seamlessly integrated into subject-specific pedagogy. In ELT, this means not only teaching vocabulary lists via an app but embedding vocabulary acquisition in tasks such as creating multimedia presentations or participating in online debates with peers in other countries.

### **Digital Literacies in English Language Teaching (ELT)**

In ELT, digital literacies intersect with the core language skills – reading, writing, listening, and speaking – by expanding the modes through which learners both receive and produce language. As Pegrum (2019) notes, digital tools can facilitate multimodal language learning environments

where students encounter language through text, audio, video, and interactive simulations, and then respond using similarly diverse modes.

**Teachers may integrate digital literacies into ELT in various ways:**

**Information and Media Literacy:** guiding learners to search for, evaluate, and reference credible sources when preparing essays or oral presentations (Ajani & Dada, 2025).

**Multimodal Literacy:** encouraging the creation of subtitled videos, digital posters, or podcasts that combine linguistic accuracy with compelling visual and auditory elements (Adeyemi, 2024).

**Collaborative Literacy:** facilitating group projects through online platforms such as Google Docs, Padlet, or Microsoft Teams, enabling peer review and collective authorship (Olatunji, 2024).

**AI Literacy:** helping students critically evaluate AI-generated texts for accuracy, bias, tone, and relevance to the task at hand (UNESCO, 2023b).

These practices align with international models of Technology-Enhanced Language Learning (TELL) but must be adapted to Nigeria's infrastructural realities and curricular demands. For example, while a high-bandwidth virtual reality (VR) language immersion might be feasible in some contexts, Nigerian teachers may instead use offline video simulations or low-data interactive quizzes to achieve similar engagement outcomes.

### **Nigerian Context and Relevance**

In Nigeria, the relevance of digital literacies in ELT is heightened by several contextual factors. The country's linguistic diversity – over 500 languages – makes English not only an academic subject but also a lingua franca for inter-ethnic communication. As such, digital literacies in English can serve both educational and socio-economic purposes, preparing students for global participation while strengthening their ability to access local and national information resources.

However, structural constraints such as irregular electricity supply, high data costs, and limited access to digital devices continue to shape how these literacies can be implemented in practice (Akanbi et al., 2021). For instance, a rural secondary school might have a computer lab, but its use could be sporadic due to power outages or lack of internet connectivity. In such contexts, teachers often turn to mobile-first solutions, using pre-downloaded apps or offline resources to facilitate digital tasks.

Research indicates that contextually appropriate integration of digital literacies can yield measurable gains in learner engagement, vocabulary acquisition, and speaking fluency (Adeyemi, 2024; Ajani & Dada, 2025). For example, students who participated in WhatsApp-based reading circles showed improved comprehension and increased motivation to read, partly because the platform allowed for immediate peer interaction and informal feedback.

The conceptual link between digital literacies and ELT in Nigeria thus lies in recognising that language proficiency today requires competence across both print and digital modes. Teacher professional development must therefore go beyond basic tool operation to address pedagogical integration – how to embed digital literacy outcomes in lesson objectives, assessment rubrics, and classroom routines in a way that aligns with local constraints and opportunities.

### **Challenges and Opportunities of Digital Literacies for Nigerian Teachers**

In Nigeria, digital literacies – covering technical skills, information and media literacy, multimodal communication, platform/data awareness, and emerging AI literacy – have evolved from optional enhancements to essential competencies for both teaching and learning. Federal policy initiatives, particularly the National Digital Learning Policy (NDLP) (2023) and the National Digital Literacy Framework (NDLF) (2023), have accelerated the national conversation around these competencies. However, translating these policies into meaningful classroom practice has been uneven, with significant disparities between urban and rural schools, well-funded private institutions and resource-strapped public schools, and even among teachers in the same institution.

#### **Key Challenges**

**1. Infrastructure and Affordability Constraints:** Unreliable electricity, scarcity of devices, and high data costs remain the most immediate and visible obstacles to digital literacy integration in Nigerian ELT classrooms. In many public secondary schools, even where computer labs exist, their usability is undermined by intermittent power supply or outdated equipment (Akanbi et al., 2021). Teachers often report that they cannot rely on technology for lesson delivery because a power outage could occur mid-class, disrupting both the flow of instruction and student engagement.

For rural schools, the situation is even more constrained. Broadband penetration remains heavily concentrated in urban centres, leaving rural communities with slower, less reliable, and often more

expensive internet access (GSMA, 2023). As a result, teachers may need to spend their own money on mobile data to prepare and deliver digital lessons – an expense many cannot afford on their salaries. This economic barrier is exacerbated by the “usage gap” identified in broader Sub-Saharan African telecom data, which shows that even when mobile networks are available, many potential users cannot afford to connect regularly.

The COVID-19 pandemic laid bare these inequalities. While some urban schools pivoted to online learning platforms during school closures, many rural schools had no viable digital alternative, leading to significant instructional loss. Even now, post-pandemic, the digital readiness gap remains wide, and without targeted infrastructural investments, it risks deepening educational inequities.

**2. Uneven Teacher Capacity and Limited Transfer from Training to Practice:** Although numerous training workshops on digital skills have been organised by ministries of education, NGOs, and donor agencies, these are often short-term, tool-focused, and not embedded in sustained professional development cycles (Olatunji, 2024). Teachers may learn how to use a specific app in a workshop but struggle to integrate it meaningfully into their curriculum due to lack of follow-up support, limited classroom time, or absence of peer mentoring structures.

The result is what Koehler and Mishra’s TPACK model warns against: teachers who possess basic technological knowledge but lack the pedagogical strategies to connect those tools effectively to content learning. This gap is especially visible in complex tasks such as multimodal production, formative digital assessment, or ethical AI use, where confident integration requires both technical fluency and pedagogical creativity.

**3. Curriculum and High-Stakes Exam Alignment:** Nigeria’s education system remains heavily influenced by high-stakes examinations such as the West African Senior School Certificate Examination (WASSCE) and the National Examination Council (NECO) assessments. These exams are predominantly text-based, rewarding rote memorisation and print literacy over multimodal communication or digital production skills (Yusuf, 2022).

Teachers, aware of the stakes for students’ academic progression, often prioritise traditional drills and past question practice over more innovative, digitally integrated tasks. As one Plateau State teacher in this study noted during interviews:

“I know students enjoy making podcasts and videos, but I have to prepare them for the exams they will face. The examiners don’t mark podcasts.”

This tension creates a systemic barrier where curriculum reforms that encourage digital literacies are undermined by assessment frameworks that have not yet caught up.

**4. Governance, Ethics, and AI Literacy Gaps:** The emergence of generative AI tools such as ChatGPT, Google Gemini, and various text-to-speech or automated summarisation apps presents both opportunities and risks in ELT classrooms. While these tools can support brainstorming, grammar correction, and language modelling, their uncritical use raises issues of plagiarism, misinformation, and over-reliance.

Many Nigerian schools lack formal guidelines on AI use, leaving teachers to make ad-hoc decisions. Some ban it entirely, fearing academic dishonesty; others allow it without teaching verification or attribution skills. UNESCO’s Guidance for Generative AI in Education and Research (2023) recommends clear classroom-level norms, including disclosure of AI use, verification of AI-generated content, and prohibition of submitting unmodified AI work as one’s own. Yet, adoption of such guidelines in Nigerian schools is slow and inconsistent.

### **Emerging Opportunities**

Despite these challenges, the Nigerian ELT landscape presents promising opportunities for advancing digital literacies.

**1. Policy Momentum and National Direction:** The NDLP (2023) outlines five strategic pillars – connectivity, content, capacity, monitoring, and governance – while the NDLEF (2023) articulates measurable digital literacy competencies for different educational levels. Together, these frameworks provide a policy window for aligning teacher training, school leadership priorities, and experimental assessment reforms with digital literacy outcomes. A 2025 World Bank policy note has already proposed practical pathways for piloting digital literacy assessment in selected Nigerian states, signalling that national reform is possible with the right coalition of actors.

**2. Documented Gains in English-Language Teaching:** Recent Nigerian case studies show that when digital tools are purposefully integrated, they yield tangible gains in learner outcomes. For example, a WhatsApp-based collaborative writing project in Ogun State (Ajani & Dada, 2025) not only improved students’ writing fluency but also increased their willingness to revise drafts based

on peer feedback. Similarly, a low-bandwidth podcasting initiative in Kwara State secondary schools (Olatunji, 2024) enhanced students' listening comprehension and pronunciation accuracy. These examples serve as proof-of-concept that even under constrained conditions, digital literacies can enhance core language skills when pedagogy leads the technology.

**3. Expanding Connectivity and Mobile-First Design:** Nigeria is projected to be a major contributor to 4G and 5G growth in Sub-Saharan Africa by 2030 (GSMA, 2024). This trend opens up opportunities for mobile-first ELT design – crafting teacher workflows and learner activities that assume intermittent connectivity but leverage mobile devices as the primary access point. For example, teachers might use download-sync cycles, where students download multimedia resources while online and then work offline until the next sync opportunity.

**4. Professional Communities and Lightweight Platforms:** Teacher networks – both formal and informal – are increasingly coalescing around low-overhead platforms like WhatsApp, Google Classroom, and Telegram. These communities of practice enable resource sharing, peer mentoring, and collaborative problem-solving at scale. A study by the Kwara State College of Education (2025) found that teachers in active digital communities were more likely to experiment with new tools, troubleshoot technical issues collectively, and adapt activities to their specific school constraints.

**5. AI as a Scaffold – When Governed Well:** With appropriate governance, AI can serve as a scaffold for language learning. For instance, AI chatbots can simulate conversational practice with immediate feedback, while AI grammar checkers can highlight and explain errors in student writing. However, the key is framing AI as a support tool, not a replacement for human creativity or judgment. Teachers who model responsible AI use – requiring disclosure, teaching verification, and encouraging critical engagement – can prepare students for an AI-rich future without compromising academic integrity.

### **Practical Implications**

The integration of digital literacies into English Language Teaching (ELT) in Nigeria has far-reaching implications for classroom practice, teacher professional development, policy alignment, and long-term educational equity. While challenges such as infrastructural gaps and exam-driven

instruction remain, there is substantial scope for context-sensitive strategies that can yield meaningful results even in low-resource environments.

These implications can be grouped into four interrelated domains: pedagogical integration, teacher professional growth, systemic alignment, and community engagement.

### **1. Pedagogical Integration in ELT Classrooms**

The most immediate implication for classroom practice is the need to shift from technology-as-add-on to technology-as-integrated-pedagogy. This requires teachers to design lessons where digital literacy outcomes are woven into the learning objectives, rather than treated as optional extras.

Recommended strategies include:

**Task-based integration:** For example, rather than assigning a traditional descriptive essay, a teacher could have students create a short digital travel guide to a Nigerian city, incorporating photographs, captions, and a brief audio narration. This combines writing, speaking, and multimodal literacy in one authentic task.

**Blended mode assignments:** Encourage students to combine handwritten and digital work—such as drafting an essay on paper, typing it in Google Docs for peer review, and incorporating feedback into a final digital version.

**Offline-first content delivery:** In schools with unreliable internet, teachers can pre-download videos, podcasts, or interactive exercises, and then facilitate in-class activities without requiring real-time connectivity.

By embedding digital literacies into core ELT tasks, teachers not only meet language learning objectives but also prepare students for real-world communication scenarios.

### **2. Teacher Professional Development and Peer Networks**

Digital literacy integration is sustainable only when teachers themselves feel confident, supported, and motivated to use these tools. Short-term workshops, while useful, are insufficient unless paired with ongoing support mechanisms.

Recommended strategies include:

**Professional Learning Communities (PLCs):** Teachers can form small peer groups – within a school or across schools – that meet (physically or virtually) to share resources, test lesson plans, and provide mutual feedback.

**Mentorship models:** More digitally confident teachers can mentor colleagues, focusing on both tool mastery and pedagogical adaptation.

**Micro-credentialing:** State ministries or teacher training colleges could offer modular, competency-based certificates in areas such as multimedia content creation, online collaboration, and AI literacy in ELT.

**Reflective practice cycles:** Encouraging teachers to experiment with one digital tool or approach for a term, then reflect on and document its impact, can build a local evidence base and foster continuous improvement.

In contexts like Nigeria, where professional isolation can be a barrier, these peer-driven networks can counteract the “workshop-to-forget” cycle by embedding skills in ongoing collaboration.

**3. Systemic and Policy Alignment:** Even the most skilled teachers cannot sustain digital literacy integration if systemic structures – curriculum frameworks, assessment policies, and school leadership priorities – work against it.

Recommended strategies include:

**Curriculum alignment:** The Nigerian Educational Research and Development Council (NERDC) could explicitly embed digital literacy outcomes in ELT curriculum documents, with examples of tasks that balance exam preparation with multimodal communication.

**Assessment reform pilots:** Small-scale pilots could introduce optional multimodal tasks (e.g., recorded oral summaries, digital poster presentations) in school-based assessments, gradually building examiner familiarity.

**School-level technology plans:** Each school could develop a “Digital Integration Roadmap” that outlines how infrastructure, staff training, and learner activities will progress over 1–3 years, tailored to its resources.

**Public-private partnerships:** Telecom providers, edtech firms, and NGOs could collaborate with schools to supply subsidised devices, sponsor data access for educational use, and develop culturally relevant ELT apps.

Policy alignment is particularly critical for resolving the current exam-curriculum mismatch, where teachers are caught between innovative pedagogies and traditional testing regimes.

**4. Community and Parental Engagement** Parents and local communities play a crucial role in sustaining digital literacy initiatives, particularly in contexts where access to devices and connectivity may depend on family investment.

Recommended strategies include:

**Parental digital awareness workshops:** Brief training sessions can help parents understand how digital tools support language learning, enabling them to encourage safe, purposeful use at home.

**Community tech hubs:** Where possible, local libraries, youth centres, or even religious institutions could host computer access points for students to complete assignments.

**Device-sharing schemes:** Communities could organise structured device-sharing arrangements, allowing students without personal access to borrow school or community devices on a rotation basis.

**Showcasing student digital work:** Public exhibitions of student-created videos, podcasts, or blogs can build community pride and demonstrate the tangible benefits of integrating digital literacies.

Community buy-in not only broadens access but also reduces resistance to change by demonstrating visible, positive outcomes.

### **Long-Term Vision**

If systematically implemented, these practical measures could help Nigerian ELT classrooms evolve into blended, multimodal learning environments that prepare students for both national examinations and global communication demands. This vision aligns with the UNESCO Framework for Digital Literacy (2023b) and Nigeria's NDLF (2023), positioning English language education as a driver of broader national digital competence.

However, the key is to start small, scale wisely, and sustain consistently building on successful micro-interventions, documenting their impact, and using evidence to secure policy and funding support for wider adoption.

## **CONCLUSION**

The integration of digital literacies into English Language Teaching (ELT) in Nigeria is no longer a futuristic ambition; it is a present necessity driven by global technological shifts, national policy momentum, and the realities of 21st-century communication. As the analysis in this paper has shown, digital literacies – encompassing technical skills, critical evaluation, multimodal production, collaborative competence, and AI awareness – are indispensable for preparing

Nigerian learners to navigate academic, professional, and civic life in an increasingly interconnected and digitised world.

However, the path to meaningful integration is neither straightforward nor uniformly accessible. Structural barriers such as inadequate infrastructure, high data costs, inconsistent teacher training, and misalignment between innovative curricula and traditional assessment practices continue to slow progress. These challenges are particularly pronounced in rural and under-resourced schools, where the digital divide manifests not only in access but also in sustained, purposeful use.

Yet, within these constraints lie significant opportunities. National frameworks like the National Digital Literacy Framework (NDLF) and National Digital Learning Policy (NDLP) provide a strategic policy foundation, while successful grassroots initiatives – such as WhatsApp-based collaborative writing projects and offline-first multimedia activities – demonstrate that innovation is possible even in low-resource contexts. The growing ubiquity of mobile devices and the gradual expansion of broadband infrastructure further open the door for scalable, mobile-first ELT solutions tailored to Nigeria’s realities.

From a pedagogical standpoint, the imperative is to embed digital literacy goals within core ELT objectives rather than treating them as supplementary skills. For teachers, this demands not only technical competence but also a deep understanding of how to blend technology, pedagogy, and content – a challenge that calls for ongoing professional development, peer collaboration, and reflective practice. For policymakers and school leaders, it means aligning curriculum, assessment, and infrastructure investment to support such integration in sustainable ways.

The study also underscores that digital literacy is not purely a technological matter; it is inherently social, ethical, and cultural. As generative AI tools become more accessible, Nigerian ELT classrooms must prepare students not only to use these tools but to engage with them critically recognising their potential benefits while navigating issues of bias, misinformation, and academic integrity.

Looking forward, a multi-level approach is required:

At the classroom level, teachers must design tasks that develop both language proficiency and digital competence through authentic, multimodal communication.

At the institutional level, schools must establish technology plans that are realistic, phased, and inclusive, ensuring that resources are distributed equitably.

At the policy level, assessment reform, targeted infrastructure investment, and sustained teacher training must be prioritised to bridge the gap between vision and reality.

Finally, the research highlights the need for further empirical work – particularly longitudinal studies – on how specific digital literacy interventions impact English language proficiency in different Nigerian contexts. Such evidence would be invaluable for informing both national policy and classroom practice. In sum, the integration of digital literacies into Nigerian ELT represents both a challenge of equity and an opportunity for transformation. With deliberate, context-sensitive strategies, and a commitment to bridging the gap between policy and practice, Nigeria can ensure that its learners are not merely consumers of digital content but skilled, critical, and creative participants in the global knowledge economy.

## SUGGESTIONS

Based on the findings of this study, the following suggestions are offered to government agencies, school administrators, teacher educators, and other relevant stakeholders. Each recommendation includes practical steps, potential challenges, and examples to ensure the proposals are both realistic and context sensitive.

**1. Invest in Context-Sensitive Infrastructure:** While large-scale ICT projects are important, the reality of Nigeria’s educational landscape demands incremental, context-appropriate investment. Prioritise low-cost, low-bandwidth tools that function effectively on shared smartphones, basic laptops, or tablets. For example, downloadable audio lessons, offline-friendly language apps, and portable Wi-Fi hubs can significantly enhance access in rural areas.

Hybrid power solutions – such as solar-powered charging stations in schools – can address electricity challenges. This has been successfully piloted in parts of Northern Nigeria where community charging hubs also serve local households.

Procurement policies should focus on durability and repairability, ensuring that devices can be maintained locally rather than discarded after minor faults.

**2. Strengthen Teacher Professional Development (TPD):** Professional development must move beyond one-off workshops that focus narrowly on tools and instead foster sustained competence-building cycles.

Implement mentorship-based TPD where experienced digital educators coach less experienced colleagues over a semester, co-planning lessons and observing each other's practice.

Develop modular TPD programmes linked to the National Digital Literacy Framework (NDLF) so teachers can progress from basic ICT skills to advanced integration, such as designing multimodal projects or assessing AI-generated work.

Encourage reflective practice by creating teacher portfolios containing lesson plans, student work samples, and self-evaluations that demonstrate growth in both language and digital literacy integration.

**3. Align Curriculum and Assessment with Digital Literacies:** If examinations remain print-centric, teachers will continue to revert to traditional methods regardless of training.

Pilot dual-mode assessments where a written essay is paired with a digital product (e.g., a podcast, video presentation, or infographic) that demonstrates language use in multimodal contexts.

Train examiners to assess digital literacy indicators – such as source credibility, ethical citation, and visual-textual coherence – alongside grammar, vocabulary, and structure.

Collaborate with WAEC and NECO to explore gradual incorporation of digital tasks in high-stakes assessments, starting with continuous assessment before national adoption.

**4. Establish Clear AI Use Guidelines in ELT:** Generative AI tools like ChatGPT, QuillBot, and Google Gemini are already being used informally by students and teachers. Without guidance, this can lead to ethical breaches and missed learning opportunities.

Adopt UNESCO-aligned policies requiring disclosure of AI assistance, verification of AI outputs, and prohibition of submitting unmodified AI text as one's own.

Incorporate AI literacy into English lessons by asking students to compare AI-generated texts with human-written work, identify errors or bias, and revise the output for clarity and appropriateness.

Develop school-level AI policies that balance innovation with academic integrity, ensuring teachers are supported in using AI as a learning scaffold rather than a replacement for critical thinking.

**5. Foster Teacher Learning Communities:** Isolated teachers are less likely to sustain new practices.

Support formal and informal professional networks via platforms like WhatsApp, Telegram, and Google Classroom where educators can share lesson ideas, troubleshoot digital tools, and co-create teaching materials.

Provide micro-grants for school clusters or teacher associations to host local “digital teaching fairs” where teachers showcase successful digital literacy projects.

Partner with Colleges of Education and Universities to anchor these communities in teacher education programmes, creating a pipeline of digitally competent graduates.

**6. Encourage Localised, Multilingual Digital Content:** Digital ELT resources imported from abroad often lack cultural and linguistic relevance for Nigerian learners.

Commission the development of Open Educational Resources (OER) in Nigerian English, Pidgin, and major indigenous languages (Hausa, Igbo, Yoruba, Fulfulde, Tiv, etc.) that reflect local contexts and real-life communication scenarios.

Incentivise teacher-created content by recognising and rewarding the best locally developed digital teaching materials annually at state or national education awards.

Ensure that new content is mobile-friendly and accessible offline so it can be used across devices and connectivity levels.

**7. Promote Evidence-Based Policy and Continuous Research:** Integration efforts should be grounded in reliable data rather than assumptions.

Fund longitudinal studies to track how digital literacy integration affects English proficiency, retention rates, and learner motivation over multiple years.

Establish national digital literacy dashboards to monitor school readiness, teacher competence, and student engagement, allowing policymakers to adjust interventions based on evidence.

Encourage collaboration between universities, NGOs, and government agencies to test and scale effective models across diverse contexts.

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