



Research Paper

Leveraging Digital Tools to Improve French Language Teaching and Learning in Southwest, Nigeria

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Abstract

The teaching and learning of French as a second language in Nigeria continue to face numerous challenges, including inadequate instructional materials, limited exposure to native speakers, and low student engagement. This study investigates the role of digital tools in improving French language teaching and learning in secondary schools in Southwest Nigeria. Using a mixed-methods research design, data were collected through questionnaires, interviews, and classroom observations from 112 participants comprising 12 French teachers and 100 students across selected secondary schools. The findings reveal that while several digital tools, such as language learning applications, multimedia resources, and virtual platforms, have the potential to enhance language acquisition, their adoption remains limited due to infrastructural challenges, insufficient teacher training, and limited awareness. The study also highlights that the integration of digital tools significantly improves student motivation, vocabulary acquisition, and pronunciation practice when effectively utilized. The research concludes that strategic investment in digital infrastructure, teacher training, and curriculum alignment is necessary to maximize the benefits of digital tools in French language education. The study offers practical recommendations for educators, policymakers, and school administrators to facilitate effective integration of digital technologies into French language instruction.

Keywords: *Digital tools, French language teaching, language acquisition, technology integration, Southwest Nigeria*

I. Introduction

French plays an important role in Nigeria's educational and socio-political landscape due to the country's geographical location and diplomatic relations with neighbouring Francophone nations such as Benin Republic, Niger, Chad, and Cameroon. As a result, the Nigerian government has long recognized the importance of French as a second official language and incorporated it into the national school curriculum. The inclusion of French in the educational system is intended to enhance regional cooperation, international communication, and economic engagement within West Africa and beyond. Despite these intentions, the level of French language proficiency among students in Nigerian secondary schools remains relatively low, raising concerns about the effectiveness of current teaching approaches.

One of the major challenges affecting French language education in Nigeria is the continued reliance on traditional teaching methods that emphasize grammar instruction, memorization, and textbook-based learning. These approaches often provide limited opportunities for interactive communication and authentic language practice, which are essential components of second language acquisition. In many classrooms, students have minimal exposure to spoken French outside the classroom environment, and opportunities for meaningful engagement with the language are scarce. Additionally, many schools lack adequate instructional resources such as audio-visual materials, language laboratories, and updated teaching aids that could enhance students' listening and speaking skills.

In recent years, digital technologies have increasingly been recognized as valuable tools for enhancing language learning. Digital tools such as language learning applications, multimedia resources, online dictionaries, video platforms, and virtual classrooms have transformed language instruction in many parts of the world. These technologies provide learners with opportunities for interactive practice, immediate feedback, exposure to authentic pronunciation, and flexible learning environments that extend beyond the traditional classroom. Studies in technology-assisted language learning have shown that digital tools can significantly improve vocabulary acquisition, pronunciation, learner motivation, and overall engagement in the language learning process.

Within the Nigerian educational context, the growing accessibility of smartphones and digital devices among students presents new possibilities for integrating technology into language instruction. However, despite these developments, the use of digital tools in French language teaching in many secondary schools remains limited. Several factors contribute to this situation, including inadequate technological infrastructure, limited internet connectivity, insufficient teacher training in digital pedagogy, and inconsistent electricity supply. These challenges are particularly evident in many schools in Southwest Nigeria, where disparities in educational resources continue to affect the quality of language instruction.

The states of Ogun, Oyo, Osun, Ondo, and Ekiti represent a significant educational zone in Southwest Nigeria with numerous secondary schools offering French as a subject. However, variations in school infrastructure, access to digital resources, and teacher preparedness influence how effectively French is taught across the region. While some schools have begun experimenting with digital resources such as language learning applications and multimedia instructional materials, many others still rely almost entirely on conventional teaching methods.

Given these realities, there is a need to examine how digital tools can be effectively integrated into French language teaching within this context. Although previous studies have explored technology integration in education, limited research has specifically focused on the use of digital tools for French language instruction in secondary schools in Southwest Nigeria. Understanding the availability, accessibility, and effectiveness of these tools, as well as the challenges faced by teachers and learners, is essential for developing practical strategies that can enhance language learning outcomes.

This study therefore, investigates the role of digital tools in improving the teaching and learning of French in selected secondary schools in Southwest Nigeria. Specifically, the study examines the current state of French language education in the region, evaluates the availability and accessibility of digital learning tools, identifies the challenges associated with their integration, and proposes strategies that can support more effective technology-enhanced language instruction.

Technology in Language Learning

The integration of technology into language education has significantly transformed teaching and learning practices across the world. Advances in digital technology have enabled the development of innovative tools that support language acquisition through interactive, learner-centred approaches. Technology-assisted language learning allows learners to access multimedia resources, engage in self-paced learning, and interact with authentic language materials beyond the traditional classroom environment.

According to Iermachkova and Chvalova(2020), digital technologies provide learners with opportunities to practice listening, speaking, reading, and writing skills in dynamic learning environments that promote active engagement. These technologies enable teachers to incorporate multimedia resources such as audio recordings, videos, interactive exercises, and online assessments into classroom instruction. Such resources help create more immersive learning experiences and allow learners to develop communicative competence in a second language.

Similarly, Sulaiman et al. (2025) notes that computer-assisted language learning (CALL) has become an important component of modern language education. Through digital platforms, learners can receive immediate feedback, participate in collaborative learning activities, and access a wide range of authentic linguistic resources. These technological advancements have contributed to the shift from teacher-centred instruction to more learner-centred pedagogical approaches that encourage autonomy and independent learning.

Digital Tools and Second Language Acquisition

Digital tools such as language learning applications, multimedia platforms, and online communication technologies have increasingly been used to support second language acquisition. Mobile applications such as Duolingo, Babbel, and Quizlet provide learners with opportunities to practice vocabulary, pronunciation, and grammar through interactive exercises and gamified learning activities. These tools have gained popularity due to their accessibility and flexibility, allowing learners to practice language skills anytime and anywhere.

Research by Uloh-Bethels and Okonji (2025) highlights the growing importance of mobile-assisted language learning (MALL), which leverages mobile devices to facilitate language practice outside the classroom. Mobile learning environments enable students to engage in continuous learning through short practice sessions, interactive quizzes, and audio-visual materials that reinforce language comprehension and retention.

In addition, multimedia tools such as YouTube videos, podcasts, and online language tutorials provide learners with exposure to authentic language use. Mayer's (2009) multimedia learning theory suggests that combining visual and auditory information can significantly improve comprehension and memory retention. In the context of language learning, multimedia resources help learners develop listening and pronunciation skills while also increasing motivation and engagement.

Furthermore, digital communication tools such as video conferencing platforms and online discussion forums allow learners to interact with teachers and peers in virtual environments. These platforms support collaborative learning and enable learners to practice conversational skills in real-time. As noted by Ekeh, Molomo and Elon (2025), digital tools can create opportunities for authentic communication that may not be available in traditional classroom settings.

Technology Integration in Education in Developing Countries

Despite the global expansion of educational technology, the integration of digital tools in many developing countries remains uneven. Several structural and infrastructural challenges affect the adoption of technology in schools, particularly in sub-Saharan Africa. These challenges include limited access to digital devices, inadequate internet connectivity, unreliable electricity supply, and insufficient teacher training.

According to UNESCO (2024), many schools in developing countries continue to face significant technological disparities that affect the implementation of digital learning initiatives. While urban schools may have some level of access to digital infrastructure, many rural and semi-urban schools lack basic technological facilities required for effective technology integration.

Teacher preparedness is also an important factor influencing the successful adoption of educational technologies. Nurhikmahet al. (2024) argue that teachers' digital competence and pedagogical readiness play a crucial role in determining whether technology is effectively integrated into classroom instruction. Without adequate training and support, teachers may be reluctant to adopt digital tools or may use them in ways that do not significantly enhance learning outcomes.

In addition, financial constraints often limit schools' ability to invest in technological infrastructure and maintenance. As a result, many schools in developing countries rely on traditional instructional methods despite the growing availability of digital learning resources.

French Language Education in Nigeria

French language education has been part of Nigeria's formal education system for several decades. The National Policy on Education recognizes French as an important language for national development and regional cooperation. However, the implementation of French language instruction in Nigerian schools has faced several persistent challenges.

Studies have shown that many secondary schools in Nigeria lack adequate instructional resources for effective French language teaching. Kolawole (2015) observed that French language classes in many schools are often limited to textbook-based instruction with minimal use of audio-visual materials or interactive learning strategies. This situation reduces students' exposure to authentic language input and limits opportunities for oral communication practice.

In addition, teacher shortages and inadequate professional development opportunities have been identified as key issues affecting French language education. Some schools rely on a single French teacher to handle multiple classes, which can affect the quality of instruction and the level of individual attention given to students.

Recent research by Nurhikmahet al. (2024) also highlights the potential role of digital tools in addressing some of these challenges. Their study suggests that integrating multimedia resources and language learning applications into classroom instruction can improve learner engagement and enhance comprehension. However, the study also notes that infrastructural limitations and a lack of teacher training continue to hinder widespread adoption of such technologies.

Significance of the Study

Although several studies have examined the role of technology in language education, relatively few have focused specifically on the integration of digital tools in French language teaching in Nigerian secondary schools. Existing research has largely concentrated on English language learning or general ICT integration in education, leaving limited empirical evidence on how digital tools can support the teaching and learning of French within the Nigerian context.

Furthermore, there is limited research that examines the practical challenges and opportunities associated with integrating digital tools into French language instruction in Southwest Nigeria, particularly in states such as Ogun, Oyo, Osun, Ondo, and Ekiti. Given the growing availability of mobile technologies and digital learning resources, it is important to investigate how these tools can be effectively utilized to enhance language learning outcomes in this region.

This study therefore, seeks to fill this gap by examining the availability, accessibility, and effectiveness of digital tools in French language teaching and learning in selected secondary schools in Southwest Nigeria. By exploring the experiences of both teachers and students, the study provides context-specific insights that can

inform educational policy, teacher training initiatives, and technology integration strategies aimed at improving French language education.

II. Methodology

Research Design

This study adopted a mixed-methods research design, combining both quantitative and qualitative approaches in order to obtain a comprehensive understanding of the role of digital tools in French language teaching and learning. The quantitative component involved the use of structured questionnaires to collect numerical data regarding the availability, accessibility, and use of digital tools in French language instruction. The qualitative component consisted of semi-structured interviews and classroom observations, which provided deeper insights into the experiences, perceptions, and challenges faced by teachers and students in integrating digital tools into the teaching and learning process. The mixed-methods approach enabled the triangulation of data and allowed for a more comprehensive analysis of the research problem.

Scope of the Study

The study was conducted in selected secondary schools in Southwest Nigeria, covering the states of Lagos, Ogun, Oyo, Osun, Ondo, and Ekiti. These states were selected because of their relatively high concentration of secondary schools offering French as part of the curriculum and their varying levels of educational development and technological adoption. The region also represents one of the most educationally active zones in Nigeria, with both public and private institutions that reflect diverse levels of access to digital resources and educational infrastructure.

Population and Sampling

The target population for the study consisted of French language teachers and students in secondary schools within the selected states. A purposive sampling technique was used to select participating schools and respondents. Schools with student populations of over 800 students were specifically targeted in order to ensure that the selected institutions had the basic capacity and infrastructure that could potentially support the integration of digital tools in teaching and learning. A total of 20 public and private secondary schools were selected for the study. From these schools, a sample of 112 participants was drawn, consisting of 12 French language teachers and 100 students.

One French language teacher was selected from each participating school. This decision was informed by preliminary observations and pilot findings which indicated that many secondary schools, particularly private institutions, employ only one teacher responsible for teaching French. Students selected for the study were drawn from Junior Secondary School 3 (JSS3) and Senior Secondary School 3 (SS3). These students were considered appropriate respondents because they had been exposed to French language instruction for more than one academic session and therefore possessed sufficient experience to comment on their learning processes and challenges.

Instrumentation and Data Collection

Three main instruments were used for data collection: structured questionnaires, semi-structured interviews, and classroom observations. The structured questionnaires were administered to both teachers and students in order to collect quantitative data regarding the availability, usage, and perceived effectiveness of digital tools in French language learning. The questionnaire consisted primarily of close-ended questions designed to capture information on digital device access, use of language learning applications, and perceptions of technology-assisted learning.

In addition to the questionnaires, semi-structured interviews were conducted with selected French language teachers to obtain detailed insights into their instructional practices, experiences with digital technologies, and the challenges they encountered in integrating such tools into classroom instruction. Furthermore, classroom observations were carried out during selected French language lessons to examine teaching methods, student engagement, and the extent to which digital tools were incorporated into the teaching process. Data collection was conducted during regular school hours with the permission of school authorities, and participation was voluntary.

Method of Data Analysis

The quantitative data obtained from the questionnaires were analyzed using descriptive statistical methods, including frequencies and percentages. These statistical tools were used to summarize and present respondents' views regarding the availability and use of digital tools in French language teaching and learning. The qualitative data obtained from interviews and classroom observations were analyzed using thematic analysis. Responses were carefully examined and grouped into themes based on recurring patterns

related to instructional practices, technological accessibility, and the challenges associated with integrating digital tools in language education.

III. Results

This section presents the findings derived from the analysis of data collected from teachers and students in selected secondary schools in Southwest Nigeria. The results are organized according to the major variables investigated in the study and are presented in tables followed by detailed interpretations.

Demographic Characteristics of Respondents

Table 1: Distribution of Respondents

Respondent Category	Frequency	Percentage
Teachers	12	10.7
Students	100	89.3
Total	112	100

Table 1 presents the demographic distribution of respondents who participated in the study. The data indicate that out of the 112 participants, 12 respondents (10.7%) were French language teachers, while 100 respondents (89.3%) were students drawn from Junior Secondary School 3 (JSS3) and Senior Secondary School 3 (SS3).

Distribution of Participating Schools

Table 2: Distribution of Participating Schools by State

State	Number of Schools	Percentage
Ogun	4	20
Oyo	4	20
Osun	4	20
Ondo	4	20
Ekiti	4	20
Total	20	100

Table 2 shows the distribution of participating schools across the five states included in the study. Each state contributed four schools, representing 20% of the total sample. This balanced distribution ensured that the study captured a representative overview of French language teaching practices across the selected states in Southwest Nigeria.

Teaching Methods Used in French Language Instruction

Table 3: Methods Used in Teaching French Language

Teaching Method	Frequency	Percentage
Textbook-based instruction	9	75
Lecture method	8	66.7
Audio-visual teaching	3	25
Use of digital tools	2	16.7

Table 3 presents the teaching methods commonly used by French language teachers in the sampled schools. The results indicate that traditional instructional approaches remain dominant in the teaching of French in the participating schools.

A large majority of teachers (75%) reported relying primarily on textbook-based instruction, which suggests that printed materials continue to serve as the main teaching resource in many classrooms. Similarly, 66.7% of teachers indicated that they frequently use lecture-based instruction, where the teacher explains grammatical concepts and vocabulary while students listen and take notes.

In contrast, more interactive or technology-enhanced teaching methods were less frequently used. Only 25% of teachers reported using audio-visual materials, while a much smaller proportion (16.7%) indicated that they regularly used digital tools during French language lessons. These findings suggest that although digital technologies have the potential to enrich language instruction, their integration into classroom practice remains limited.

Availability of Digital Infrastructure in Schools

Table 4: Digital Facilities in Schools

Digital Facility	Available	Not Available
Computer laboratory	9 (45%)	11 (55%)
Internet access	6 (30%)	14 (70%)
Multimedia projector	4 (20%)	16 (80%)
Language learning software	2 (10%)	18 (90%)

Table 4 presents the availability of digital infrastructure within the sampled schools. The results indicate that access to digital learning facilities is uneven and generally limited. Although 45% of the schools reported having computer laboratories, more than half of the schools (55%) did not have such facilities. Even among schools with computer laboratories, the availability of functional equipment and internet connectivity varied significantly.

Access to the internet was even more limited, with only 30% of schools reporting reliable internet access. This suggests that many schools may face difficulties implementing online learning tools or accessing digital educational resources that require internet connectivity.

The availability of multimedia projectors was reported in only 20% of schools, while specialized language learning software was available in just 10% of schools. These figures indicate that most schools lack the technological infrastructure necessary to support digital language learning activities such as multimedia presentations, pronunciation practice software, or interactive language platforms.

Students' Access to Digital Devices

Table 5: Access to Digital Devices

Device Type	Frequency	Percentage
Smartphone	62	62
Personal computer	12	12
Tablet	8	8
No digital device	18	18

Table 5 shows the types of digital devices accessible to students participating in the study. The data indicate that smartphones are the most widely available digital devices among students, with 62% reporting ownership or regular access. Smartphones appear to be the primary digital technology available to many students, which may be due to their affordability, portability, and widespread use among young people. This level of smartphone access suggests that mobile-assisted language learning could potentially serve as a practical avenue for integrating digital tools into language instruction.

Access to other digital devices was considerably lower. Only 12% of students reported having access to personal computers, while 8% indicated access to tablets. These figures reflect the limited availability of more advanced computing devices among many students in the region. Additionally, 18% of the students indicated that they had no access to any digital device, highlighting the existence of a digital divide among learners. Such disparities may influence students' ability to participate in technology-assisted learning activities.

Awareness of Digital Language Learning Tools

Table 6: Awareness of Digital Language Learning Applications

Digital Tool	Teachers Aware	Students Aware
Duolingo	42%	63%
Babbel	25%	30%
Quizlet	17%	28%
Google Translate	75%	88%

Table 6 presents respondents' awareness of selected digital language learning applications. The results indicate varying levels of awareness among teachers and students. Google Translate emerged as the most widely recognized tool, with 75% of teachers and 88% of students reporting familiarity with the platform. This may be attributed to the widespread use of Google services and the accessibility of translation tools through smartphones and internet browsers.

Awareness of structured language learning applications was comparatively lower. Duolingo was known by 42% of teachers and 63% of students, indicating that students may be more familiar with mobile learning applications than their teachers. Similarly, awareness levels for Babbel and Quizlet were relatively low, particularly among teachers. These findings suggest that although some digital language learning tools are known among respondents, their familiarity and potential educational use may not yet be widespread within formal classroom settings.

Challenges Affecting the Integration of Digital Tools

Table 7: Challenges of Digital Tool Integration

Challenge	Teachers (%)	Students (%)
Poor internet connectivity	75	62
Lack of ICT facilities	67	54
Limited teacher training	83	—
High cost of digital devices	58	61
Irregular electricity supply	72	66

Table 7 highlights the major challenges affecting the integration of digital tools into French language teaching and learning. The results show that several structural and technological barriers continue to limit the effective use of digital resources in the classroom. Among teachers, the most frequently reported challenge was limited training in the use of digital technologies (83%), suggesting that many teachers may lack the necessary technical skills or pedagogical knowledge required to integrate digital tools effectively into their teaching practices.

Other significant challenges identified include poor internet connectivity (75%), irregular electricity supply (72%), and lack of ICT facilities (67%) in schools. These infrastructural limitations can significantly restrict teachers' ability to implement technology-based learning activities. Students also identified several obstacles that affect their ability to engage with digital learning tools. The high cost of digital devices (61%), poor internet connectivity (62%), and inconsistent electricity supply (66%) were among the most frequently mentioned issues.

IV. Discussion

This study investigated the role of digital tools in improving the teaching and learning of French in selected secondary schools in Southwest Nigeria. The discussion of findings is organized in relation to the objectives of the study, namely: assessing the current state of French language education, evaluating the availability and accessibility of digital tools, identifying challenges associated with their integration, and proposing strategies for improving language instruction through technology.

Current State of French Language Teaching in Southwest Nigeria

One of the primary objectives of this study was to assess the current state of French language education in the selected states. The findings revealed that French language teaching in many of the sampled schools remains largely traditional and teacher-centered. The results showed that most teachers rely heavily on textbook-based instruction and lecture methods, while only a small proportion reported using digital tools or audio-visual materials in their classrooms.

These findings suggest that instructional practices in many schools still emphasize conventional teaching approaches that may not fully support interactive language learning. Language acquisition, particularly in foreign language contexts, often requires frequent exposure to authentic language input, listening practice, and opportunities for active communication. However, the predominance of lecture and textbook-based instruction limits students' opportunities to develop communicative competence in French.

This finding is consistent with the observations of Ekeh, Molomo and Elon(2025), who reported that language teaching in many Nigerian secondary schools remains largely dependent on traditional instructional methods due to limited access to modern teaching resources. The continued reliance on these methods highlights the need for innovative instructional approaches that can make language learning more engaging and interactive.

Availability and Accessibility of Digital Tools for Language Learning

Another objective of the study was to evaluate the availability and accessibility of digital tools that could support French language learning. The results indicated that while some schools possess basic technological infrastructure, such as computer laboratories, the overall availability of digital learning facilities remains limited. Only a minority of schools reported having reliable internet access, multimedia projectors, or specialized language learning software.

These findings suggest that the integration of digital tools into classroom instruction is constrained by infrastructural limitations. Effective technology-assisted learning requires access to stable internet connectivity, functional digital devices, and multimedia instructional equipment. In many of the schools studied, the absence of these facilities makes it difficult for teachers to incorporate digital resources into their teaching practices.

Nevertheless, the study also revealed that a significant proportion of students have access to smartphones, indicating that mobile devices could serve as an alternative platform for digital language learning. The growing accessibility of smartphones among students creates opportunities for the adoption of Mobile-Assisted Language Learning (MALL) strategies that allow learners to practice language skills outside the classroom. These findings support the arguments of Sulaiman et al. (2025), who emphasized the growing importance of mobile technologies in language learning, particularly in contexts where access to traditional computer-based infrastructure is limited.

Awareness and Use of Digital Language Learning Tools

The study also examined respondents' awareness of commonly used digital language learning platforms. The results showed that both teachers and students were familiar with certain digital tools, particularly Google Translate, which recorded the highest level of awareness among respondents. However,

awareness of structured language learning applications such as Duolingo, Babel, and Quizlet was comparatively lower, especially among teachers.

This finding suggests that although digital tools are increasingly present in students' daily lives, their pedagogical application in formal educational settings remains limited. Teachers may not be sufficiently familiar with the educational potential of these tools, or they may lack the training required to incorporate them effectively into classroom instruction.

Research in technology-assisted language learning has consistently shown that digital tools can enhance language acquisition by providing interactive exercises, immediate feedback, and opportunities for self-paced learning. According to Iermachkova and Chvalova (2020), digital learning environments allow learners to practice language skills in ways that promote engagement and autonomy. However, the effective use of such tools often depends on teachers' technological competence and their ability to integrate digital resources into pedagogical practices.

Challenges Affecting the Integration of Digital Tools

A major objective of the study was to identify the challenges that hinder the integration of digital tools in French language instruction. The results revealed several barriers, including limited teacher training, poor internet connectivity, lack of ICT facilities, high cost of digital devices, and irregular electricity supply. Among these factors, limited teacher training in digital technologies emerged as the most significant challenge reported by teachers. This suggests that many educators may not possess the necessary digital competencies required to integrate technology effectively into their teaching practices. Without adequate training and professional development opportunities, teachers may find it difficult to utilize digital tools in ways that enhance learning outcomes.

In addition, infrastructural challenges such as unstable electricity supply and unreliable internet connectivity remain significant obstacles in many Nigerian schools. These issues reflect broader systemic challenges that affect the implementation of technology-based educational initiatives in developing countries. These findings are consistent with the observations of UNESCO (2024) and Nurhikmah et al. (2024), who noted that technological integration in education is often constrained by infrastructural limitations, financial constraints, and insufficient teacher preparation in many developing countries.

Implications for French Language Education

The findings of this study highlight several important implications for improving French language teaching and learning in Southwest Nigeria. First, there is a need to promote greater awareness among teachers regarding the educational potential of digital language learning tools. Training programs and professional development initiatives can help teachers acquire the necessary digital competencies required to integrate technology into their instructional practices.

Second, educational institutions and policymakers should consider strategies for improving access to digital infrastructure in schools. While large-scale technological investments may be challenging in some contexts, schools can begin by leveraging mobile technologies, which are already widely available among students.

Finally, curriculum planners and education authorities should explore ways of incorporating digital resources into language instruction in order to enhance student engagement, motivation, and language proficiency. By combining traditional teaching methods with digital learning tools, educators may be able to create more interactive and effective language learning environments.

V. Conclusion

This study examined the role of digital tools in improving the teaching and learning of French in selected secondary schools in Southwest Nigeria. The study was guided by four main objectives: to assess the current state of French language education in the region, to evaluate the availability and accessibility of digital tools for language learning, to identify the challenges associated with the integration of these tools, and to propose strategies for enhancing technology-assisted language instruction.

The findings revealed that French language teaching in the sampled schools remains largely dominated by traditional instructional approaches, particularly textbook-based instruction and lecture methods. The limited use of audio-visual materials and digital tools suggests that many classrooms have not yet fully embraced technology-assisted learning. While some schools possess basic digital infrastructure, the availability of essential technological facilities such as reliable internet access, multimedia projectors, and language learning software remains limited.

Despite these infrastructural limitations, the study found that a significant number of students have access to smartphones, which presents an opportunity for the adoption of mobile-assisted language learning strategies. However, the effective integration of digital tools in French language instruction is hindered by

several challenges, including inadequate ICT infrastructure, poor internet connectivity, irregular electricity supply, the high cost of digital devices, and insufficient teacher training in digital pedagogy.

Overall, the findings suggest that while digital tools have considerable potential to enhance language learning by improving student engagement, pronunciation practice, and vocabulary development, their effective utilization in French language classrooms in Southwest Nigeria remains constrained by systemic and infrastructural challenges. Addressing these challenges will be essential for realizing the benefits of technology-enhanced language learning in the region.

VI. Recommendations

Based on the findings of this study, the following recommendations are proposed to enhance the integration of digital tools in French language teaching and learning:

Educational authorities and school administrators should organize regular training programs and workshops to equip French language teachers with the digital competencies required to effectively integrate technology into classroom instruction. Government agencies and educational stakeholders should invest in improving technological infrastructure in secondary schools, including the provision of computer laboratories, multimedia equipment, and reliable internet connectivity.

Given the relatively high level of smartphone access among students, teachers should be encouraged to incorporate mobile language learning applications and online resources into their teaching practices to supplement classroom instruction. Curriculum developers should consider incorporating technology-based learning activities into French language teaching guidelines to encourage the systematic use of digital tools in language instruction.

School administrations should provide institutional support for the use of digital learning tools by creating enabling environments where teachers can experiment with innovative teaching methods. Partnerships between educational institutions, technology companies, and government agencies could help facilitate access to affordable digital learning resources and platforms that support language learning.

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