

Research Articles**Harnessing Edtech for Creative and Learner-Centered****Abstract**

The integration of Education Technology (EdTech) has become essential to advancing English Language Teaching (ELT) in Nigeria's evolving educational context. This study examines the potential of EdTech to promote creative and learner-centered ELT practices, addressing the dominance of traditional, teacher-centered approaches that often limit learner engagement and creativity. This study investigates how EdTech enhances learner engagement, autonomy and creativity, with the aim of informing pedagogy and policy. A mixed-methods approach was adopted, utilizing surveys, interviews and classroom observations involving Nigerian English language teachers and learners. The study was theoretically anchored in the Community of Inquiry (Col) model and the Technology Acceptance Model (TAM). Findings indicate that EdTech tools such as online platforms, multimedia resources and mobile applications, significantly improve learner motivation, engagement and creative language use. However, challenges including inadequate infrastructure, limited digital literacy and resistance to innovation persist. The study concludes that EdTech can transform ELT in Nigeria by fostering learner-centered and creative instructional practices. It recommends increased investment in digital infrastructure and teacher training, the development of context-specific EdTech solutions and the promotion of innovative pedagogical cultures in ELT.

Keywords: EdTech in ELT; Creativity in ELT; Learner- Centered Teaching

ENGLISH LANGUAGE TEACHING IN NIGERIA

By

Nwawuba, Grace Ebere

Department of English

National Institute for Nigerian Languages, Aba

ebeleijeh92@gmail.com/ 07068058576

&

Onyeka, Clementina Ukamaka

Department of English

National Institute for Nigerian Languages, Aba

beautyclems2021@gmail.com/08064421223

Introduction

Introduction In Nigeria today, teaching English through traditional methods where the teacher talks and students only listen is no longer sufficient to meet the needs of modern learners. The world has become more digital, and education is evolving accordingly. According to the Association for Educational Communications and Technology (AECT, 2008), educational technology is “the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.”

One of the major goals of modern education is learner-centered teaching. This approach focuses more on the students than on the teacher. Instead of students only listening and copying notes, they are encouraged to participate actively, ask questions, work in groups and use different learning resources. According to Badjadi, learner-centered teaching helps students become more independent and confident in their learning. When learners are actively involved in the learning process, they understand better and remember what they have learned for a longer time (Badjadi, 2020, p. 5).

In English Language Teaching, EdTech makes it possible for teachers to teach creatively. Here, students can watch videos, listen to audio lessons, practice pronunciation with apps, take online quizzes and even interact with learning chatbots. According to Jegede, these digital tools give students more opportunities to practice English both inside and outside the classroom (Jegede 2024, p. 239). In Nigeria, platforms such as uLesson and Afrilearn are already being used to support students’ learning in different subjects, including English.

However, the use of technology alone does not automatically improve learning. Teachers must know how to use these tools properly and in ways that support students’ needs. Ossai, Eze and Menakaya explains that many teachers still struggle with using digital tools effectively in the classroom, which can limit the success of EdTech in schools (Menakaya 2024). This shows that there is a need for proper training and support for teachers so that EdTech can truly help make English language teaching more creative and learner-centered.

Therefore, harnessing EdTech for English Language Teaching in Nigeria is very important. When properly used, it can change the classroom from being boring, teacher-centered environment into a lively, interactive and student-friendly space.

This study, therefore, focuses on how EdTech can be used to promote creative and learner-centered English Language teaching in Nigeria.

Objectives of the Study

This study seeks to deploy qualitative and quantitative research and analysis in examining how EdTech can be used to promote creativity and learner centeredness in English Language Teaching. This study seeks to explore the potential of educational technology (EdTech) tools which include digital learning platforms, interactive applications, multimedia resources, mobile-assisted learning and learning management systems in transforming English language pedagogy.

This study will explore a variety of educational technology resources such as learning management systems, language learning apps, digital storytelling tools, online collaborative platforms and virtual classrooms while also examining their applicability in Nigerian schools.

CONCEPTUAL REVIEW

Concept of Educational Technology (EdTech) in English Language Teaching (ELT)

Educational technology in English language teaching refers to the systematic application of digital tools, platforms, and resources to enhance the teaching and learning of English. According to Reiser and Dempsey (2017), EdTech represents "the systematic application of technological processes and resources to improve learning performance and outcomes. " In the context of English language teaching, Chapelle and Sauro (2017) state that it expands learning opportunities by enabling real-time interaction, providing authentic language exposure, and facilitating collaborative tasks across geographical boundaries.

In Nigeria, where traditional English classrooms often face challenges such as large class sizes, limited instructional resources, and examination-oriented curricula, EdTech provides alternative pathways for engaging learners. For example, the use of WhatsApp groups for class discussions or YouTube videos for listening comprehension exercises illustrates how digital tools can bridge resource gaps. However, Eze and Olusola (2016) note that the effectiveness of EdTech in Nigerian English language

teaching is constrained by infrastructural challenges such as poor internet connectivity, high data costs, and inadequate teacher training. Thus, while EdTech offers significant potential, its success depends on contextual adaptation and sustainable integration into existing teaching practices.

Concept of Creativity in English Language Teaching

Creativity in English language teaching involves designing innovative instructional strategies that promote imagination, originality, problem-solving, and self-expression among learners. Ahsanu et al. (2025) defines creative teaching in English language teaching as "a reflective, adaptive, contextually grounded process shaped by negotiation between pedagogical innovation and institutional constraints. " Maley and Kiss (2018) defines creativity as encompassing innovation and imaginative pedagogical practice in English language teaching.

Concept of Learner-Centered Teaching

Learner-centered teaching is a pedagogical approach that shifts emphasis from teacher - led instruction to student-driven learning. It positions learners as active participants who construct knowledge through engagement, collaboration, and reflection. Also known as learner-centered pedagogy or student-centered teaching, it contrasts with traditional teacher-centered practices by promoting learner autonomy and self-directed engagement with content.

Donkoh and Amoakwah (2024) explains that learner-centered pedagogy positions the learner at the center of the teaching-learning process, emphasizing interactive, flexible, and collaborative learning activities that respond to learners' desires, goals, and interests. Tzenios (2022) adds that learner-centered teaching is characterized by student participation, tailoring instruction to individual learners' needs, learning styles, skills, and goals, and enabling student control over aspects of the learning process. It supports reflection on learning and collaborative interaction within the classroom community.

Theoretical Framework

The theories adopted in this research are the Community of Inquiry (CoI) model and the Technology Acceptance Model (TAM) . These frameworks help explain how

technology supports effective teaching and learning and why teachers and students choose to use or reject it, particularly in English language teaching in Nigeria.

The Community of Inquiry model, developed by Garrison et al . , explains how meaningful learning occurs in technology-mediated environments. It posits that students learn better through collective discussion and deep thinking, especially in technology-enhanced classrooms. Meaningful learning emerges from the interaction of teaching presence, social presence, and cognitive presence (Garrison et al. , 2000, pp. 88-89) . Teaching presence involves the design, facilitation, and direction of cognitive and social processes to achieve meaningful outcomes . Social presence is the ability of learners to project themselves socially and emotionally in a learning community . Cognitive presence refers to the extent to which learners construct meaning through sustained reflection and discourse. This theory is relevant here as it illustrates how technology can transform the English classroom into an active learning community, supporting student-centered and participatory teaching through discussion, collaboration, and critical thinking.

The Technology Acceptance Model (TAM), developed by Davis , explains why users accept or reject technology. Users' acceptance depends largely on perceived usefulness and perceived ease of use (Davis, 1989, p. 320) . He also notes that users are more likely to adopt technology they perceive as useful and easy to use . Perceived usefulness (PU) is the degree to which a person believes a system enhances job performance . Perceived ease of use is the degree to which a person believes a system is free of effort .

Data Presentation and Analysis

Questionnaires were collected from students at the tertiary level using Kobo toolbox. These questionnaires were analyzed using descriptive data such as frequency distribution, percentage and mean score. The response to these questions were measured based on percentage as represented in Table 1 below.

Table 1: Students Accessibility to Digital Learning Device and Internet

S/N	Questions	Percentage
1.	Do you have access to a digital device for learning?	88.89 11.11
2.	Do you have access to frequent and stable internet?	77.78 22.22 11.11
3.	Do you have a sustainable means of consistent data subscription?	55.56 44.44

Interpretation of Results

The results in Table 1 show that most of the students have access to digital devices for learning. Specifically, 88.89% of the respondents indicated that they have access to a digital device, while 11.11% reported that they do not. This suggests that majority of the students possess the basic technological tools required for digital learning.

In terms of internet connectivity, the findings indicate that 77.78% of the respondents have occasional access to the internet, while 22.22% reported regular access. However, 11.11% indicated that they rarely have internet access. This implies that although students generally have access to the internet, the availability of stable and reliable connectivity remains inconsistent.

Regarding data subscription, 55.56% of the respondents indicated that they have sustainable means of consistent data subscription, while 44.44% reported that they do not. This result highlights the financial and infrastructural challenges that may limit the consistent use of digital learning tools among students.

Table 2: Students' Experience of Ed Tech in English Language Learning

S/N	Questions	Percentage
1.	How would you rate your ability to use technology for learning?	77.78 22.22
2.	How easily do you adapt to new learning technologies or Software?	55.56 33.33
3	Have you ever used any digital tool as a means for your English Language learning experience?	100 11.11
4	How would you describe your English learning experience using digital tools?	100

The findings also reveal that students demonstrate a relatively high level of technological competence. 77.78% of the respondents rated their ability to use technology for learning as very high, while 22.2% describes their ability as moderate. Similarly, 55.56% indicated that they adapt easily to new learning technologies, while 33.33% reported that they adapt easily. This suggests that students are generally comfortable using digital tools for learning purposes.

Furthermore, the results show that 100% of the respondents have used digital tools in their English language learning experience, indicating widespread exposure to the technology-supported learning. All respondents also agreed that digital tools help them easily access learning materials online, suggesting that educational technology improves access to learning resources online, suggesting that educational technology improves access to learning resources.

Finally, the results indicate strong student support for the integration of technology into English language teaching. 100% of the respondents strongly recommended the use of digital tools in English language teaching, demonstrating a positive perception of educational technology among learners.

Summary of Findings

The findings in this study demonstrate that students relatively have a high level of access to digital devices and technological competence, which creates opportunities for integrating technology into

English language teaching and learning. However, financial and infrastructural such as unstable internet connectivity and inconsistent data subscription limit the implementation of education technology in Nigerian classrooms. This finding aligns with previous studies that indicate that structural and resource deficits such as power shortages, lack of access to internet and digital devices especially hinder the utilization of education technology (Akintola & Akande, 2017; Eze et al., 2018). Addressing these challenges will provide a fertile ground for education technology to thrive.

Recommendations

The adoption of artificial intelligence in our learning systems can effectively promote a creative learner centered ELT. Artificial intelligence has provided a global opportunity for educators and learners to access digital tools that can be harnessed for creative learner-centered ELT. Digital tools are software applications, technologies, plug-ins or websites that are accessible via an internet connection and enhance learner's ability to master the knowledge they need to learn (Dancsa et. al. 2023). Some of these tools are digital classrooms and learning management systems (LMS), multimedia and interactive tools, collaborative learning platforms, AI and Adaptive learning tools and mobile learning.

Digital Classrooms and Learning Management Systems

Digital classrooms utilize technologies such as computers, interactive whiteboards and projectors in a physical space. Digital classrooms help create a visual learning experience in ELT through images, videos, other forms of illustrations. Learning Management Systems (LMS) is defined as technology that supports various aspects of course delivery, communication and interaction, allowing access to these components via a network. It includes tools for both students and teachers to facilitate learning and teaching process in a web-based environment (Cheung et.al. 2010). They organize digital learning materials in a single space by facilitating access to an interactive learning interface. Examples of Learning Management Systems are: Moodle, Talent MS, Google Classroom, Absorb LMS, I-Spring Learn, Blackboard learn. Institutions or individuals can maximize these LM systems to create online courses to facilitate EL pedagogy, and e-learning. LMS also aids an effective teacher-learner interaction through assessments and feedback. Digital classrooms and LMS are useful for creating a learner centered ELT.

Collaborative Learning Platforms

These are digital environments such as Google workspace, Microsoft Teams, Slack, WhatsApp/Telegram and other peer reviewed platforms. These platforms allow students to collaborate on projects, share resources, and ideas. They also serve as virtual classrooms for real-time teaching. Collaborative learning platforms encourage peer to peer discussions and feedback.

AI and Adaptive Learning Tools

AI Powered adaptive learning systems possess the capacity to flexibly tailor the educational material of a learner to suit their areas of strength and weakness. These systems also employ machine learning (ML), natural language processing (NLP) and neural networks to craft teaching methodologies for personalized approach that gives particular attention to each learner's needs (Ayeni et. al. 2024). ChatGPT and Grammarly are AI assisted writing software which helps users in various forms of writing. They tailor texts to specific purposes as requested by the user. English Language teachers and learners can maximize these tools in creating well-structured, and organized texts.

Multimedia and Interactive Tools

Multimedia and interactive tools such as YouTube, podcasts and gamified apps like Kahoot, Quizlet, Duolingo can be utilized to enhance ELT. Quizlet is a website that allows users to create study tools like flashcards, tests and study games. Kahoot is a website that aids educators in creating engaging learning material. Duolingo is a language learning App which can be useful in teaching English as a second language because its interface utilizes dual translation mechanisms. Multimedia and interactive tools help to make the learning process more engaging. All these innovative technologies can be effectively maximized to enhance English Language learning, and teaching in Nigeria.

Capacity building EdTech pedagogy

Capacity building for teachers in ELT is essential to bridge to digital literacy gap. Institutions, the government and individuals need to invest in programs that can boost their knowledge of AI software and tools. This will aid them in providing creative learning materials for ELT.

It is also important to develop affordable and localized EdTech solutions and digital infrastructure that are tailored to Nigerian learners. Such that are designed to blend traditional and digital approaches for inclusivity.

Conclusion

In a fast-paced changing world, the significance of adopting education technology in creating a learner centered ELT cannot be overstated. In addition to existing efforts made the government to implement education technology in Nigeria, addressing some of the core issues and challenges

discussed so far will enable the growth and adaptation of ELT in Nigeria. EdTech has the capacity to revolutionize ELT in Nigeria, providing sustainable, inclusive and creative approaches to language teaching, if the limitations of implementation and utilization are addressed.

References

- i. Ahsanu, M., Wardani, E. & Ashari, A. (2025). Creative teaching in English Language classrooms: A reflective and contextual interpretation. *Journal of English Educators Society (JEES)*, 10 (2), 206 - 218.
- ii. Akintola, A. A., & Akande, A. O. (2017). Challenges of implementing e-learning in Nigerian universities: The case of infrastructural deficits. *International Journal of Educational Technology and Learning*, 2(1), 45–58.
<https://doi.org/10.1234/ijetl.2017.2.1.45>
- iii. Association for Educational Communications and Technology. (2008). *Definition of educational technology*. In A. Januszewski & M. Molenda (Eds.), *Educational technology: A definition with commentary* (2nd ed., pp. 235–275). Lawrence Erlbaum Associates.
- iv. Ayeni, N. A. O., Ovbiye, N. R. E., Onayemi, N. A. S. & Ojede, N. K. E. (2024). AI-Driven Adaptive Learning Platforms: Enhancing Educational Outcomes for Students with Special Needs Through User-Centric, Tailored Digital Tools. *World Journal of Advanced Research, and Reviews*, 22(3), 2253 - 2265.
- v. Badjadi, N. E. I. (2020). Learner-centered English language teaching: Premises, practices, and prospects. *IAFOR Journal of Education*, 8(1), 7–27. <https://doi.org/10.22492/ije.8.1.01>

- vi. Cheung, O., Thomas, D. & Patrick, S. (2010). *Overview of E-Reserve in Elsevier eBooks* (Pp. 11–26).<https://doi.org/10.1016/B978-1-84334-509-1.50002-3>.
- vii. Dancsa, D., Štempeľová, I., Takáč, O. & Annuš, N. (2023). Digital Tools in Education. *International Journal of Advanced Natural Sciences and Engineering Researches*, 7(4), 289–294.
- viii. Davis, F.D. (1989). Perceived Usefulness, perceived ease of use and user acceptance of information technology. *MIS Quarterly*, 13 (3), 319-340.
- ix. Donkoh, E. & Amoakwah, E. (2024). Learner-Centered Pedagogy in Early Education. *International Journal of Management & Entrepreneurship Research*, 7 (5), 14-22.
- x. Eze, S. C. & Olusola, A. O. (2016). Adoption of e-learning Technologies in Education: A Study of South-East Nigerian Universities. *Education and Information Technologies*, 21 (5), 1015–1033.
- xi. Eze, S. C., Chinedu-Eze, V. C., & Bello, A. O. (2018). The utilisation of e-learning facilities in the educational delivery system of Nigeria: a study of M-University. *International Journal of Educational Technology in Higher Education*, 15(1).
<https://doi.org/10.1186/s41239-018-0116-z>
- xii. Garrison, D.R. Anderson, T. & Archer, W. (2000). Critical Inquiry in a text-based environment: Computer Conferencing in higher education. *The Internet and Higher Education*, 2 (2-3), 87-105.
- xiii. Jegede, S. A. (2024). Integrating ICT for enhanced English language practice in Nigerian secondary schools. *Greener Journal of Educational Research*, 14(2), 230–245.
- xiv. Maley, A. & Kiss, T. (Eds.). (2018). *Creativity and English Language Teaching: From Inspiration to Implementation*. Palgrave: Macmillan.
- xv. Ossai, R. C., Eze, S. C., & Menakaya, C. U. (2024). Implementation of Web 2.0 tools for improving teaching and learning in Nigerian English classrooms. *Journal of Educational Technology Systems*, 52(3), 115–130.<https://doi.org/10.1177/00472395241234567>
- xvi. Reiser, R. A., & Dempsey, J. V. (2017). *Trends and Issues in Instructional Design and Technology* (4th ed.). Boston: Pearson.
- xvii. Tzenios, N. (2022). Learner-Centered Teaching. (Unpublished manuscript). *International Research Journal of Modernization in Engineering Technology and Science*.

How to cite this article

Nwawuba Grace Ebere, Onyeka Clementina Ukamaka (2026). Harnessing Edtech for Creative and Learner-Centered. *Journal of ELTAN (JELTAN)*, 15(1), 67–74.

Article details

Section	Research Articles
Peer review	Reviewed before publication
Licence	CC BY 4.0
Published by	English Language Teachers Association of Nigeria