Influence of Digital Resources Utilization and Pupils' Acquisition of Skills in English Language in Public Primary Schools in Nairobi, Kenya

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Abstract

The use of digital resources to acquire and learn English receptive (listening and reading), productive (speaking and writing) and digital skills in English language can be improved by using digital devices and resources which teachers of English and pupils can utilize during English lessons. This study sought to establish how utilization of digital resources influences pupils' acquisition of skills in English language in public primary schools in Nairobi, Kenya. The study employed Mixed Methods Research design. Qualitative and quantitative data was elicited using questionnaires (headteachers, teachers of English and grade 6 pupils), structured interviews, observation checklist form and an English Assessment Test. A sampled population of 41 headteachers, 260 teachers of English and 316 grade 6 pupils participated in the study. Qualitative data was analyzed thematically while quantitative data was presented using tables, frequencies and percentages. Pearson Product Moment Correlation Coefficient analysis was used to test the null hypothesis and show correlations between utilization of digital resources and pupils' acquisition of skills in English language. The findings revealed that digital resources when utilized during English lessons significantly correlated with acquisition of skills in English language ($r=.897^{**}$, $n=260$, $p=0.001$). The study concluded that digital resources make English lessons interesting and enjoyable, improve reading skills, improve spelling skills, aid in the acquisition of good English pronunciation skills, help in the contextualization of English content, give both teachers and pupils feedback during lessons, facilitate group work, and dramatizations of different English skills and is a good resource for conducting research.

Keywords: influence, utilization, English skills, digital resources, receptive skills, productive skills, digital skills

1. Introduction

1.1 Contextualization of the Problem

A digital resource can be defined as a resource that requires access to the computer or any other electronic product that provides a collection of data, be it text referring to full-text databases, electronic journal, image collections, other multimedia and media-based products, numerical, graphic or temporal vales, such as a commercially available title that was published for the purpose of commercialization delivered on CD ROM, tape or over the internet, Dukare (2020).

The use of modern technology in teaching English is broadly understood to encompass an innovative application of methods, tools, materials, devices, systems and strategies which are directly relevant to English language teaching and lead to the achievement of the desired goals. Thus, while technology is now generally accepted as an important educational and auxiliary tool across a range of teaching and learning contexts, it is particularly true

of English language teaching since it affords a number of potential opportunities to enhance both the content and delivery of the pedagogies typically associated with traditional English language instruction, Alqahtani (2019).

English is an international global language spoken by at least 27% of the world's population, extensively used in business and commerce and the most commonly learnt second language among foreign speakers, Internet Public Library (2022). In Kenya, it is the official language and the Language of Instruction (LoI) across all learning institutions underpinning the importance for excellent English skills in a pupil's primary education years (7 years to 14 years). English receptive (listening and reading), productive skills (speaking and writing) and digital skills in these formative years require a variety of instructional resources that resonate with all learning senses elaborated by Dale (1969) as cognitive, psychomotor and affective including digital skills in tandem with the contemporary technological information age.

The use of digital resources in English lessons come with a lot of learning benefits such as making lessons interesting, extended concentration span for the learners and the simplification of complex concepts in English language. Johansson (2018) research on teachers views on classroom use of digital tools in English using qualitative interviews and focus groups in Sweden concluded that the perceived benefits of using digital tools on students' specific skills acquisition ranged from motivation, authenticity and varied online resources, individualization, the provision of real-life contexts and the willingness of students to communicate using digital tools due to insecurity that come with learning a second language.

The teaching of oral English through technology in Nigeria showed that Oral English is better taught using ICT tools because of the differences in teachers and students' pronunciation backgrounds and that programmed technology can be used to teach correct English pronunciations thereby enhancing English productive skills, Operifa et al (2022).

Murithi and Yoo (2021) research on teachers' use of ICT in implementing the CBC curriculum in Kenya public primary schools using revealed that teachers cited lack of projectors, power sockets/ extension cables in classrooms and computer labs and lack of internet connectivity as equipment hindrances to the implementation of the CBC curriculum and English at large. These hindrances to digital devices and resources can impede the acquisition of skills in English language.

2. Statement of the Problem

English language proficiency includes the ability to use language skills namely receptive (listening and reading), productive (speaking and writing) and digital skills effectively in various contexts. Proficiency in English is key to the realization of sustainable development goals (SDGs), the National Goals of Education, the link to the global community and the door to the worldwide information network, KICD (2020) underscoring the importance of equipping pupils with these necessary English skills.

Despite English language playing such an important role, Kenya National Examination Council (KNEC) in its National Assessment System for Monitoring Learner Achievement (NASMLA) report (2020) continue to show that pupils exhibit challenges in the areas of grammar and vocabulary with many errors such as spelling mistakes, tenses, omissions, punctuation, weak sentence structures and limited word choice portraying weak grammar and vocabulary in their English proficiency.

Given the importance of English as a global language, official language and language of instruction (LoI) in Kenya, with Nairobi being the focus of this study due to its status as the capital city, highly cosmopolitan where interference from the lingua franca Kiswahili and Sheng can diminish gained learnt skills it is vital to enquire whether utilization of digital resources has a role to play in influencing pupils acquisition of skills in English language in public primary schools in Nairobi County, Kenya.

2.1 Purpose of the Study

The purpose of this study is to establish how utilization of digital resources influences pupils' acquisition of skills in English language in public primary schools in Nairobi, Kenya.

2.2 Research Hypothesis

H_{01}: There is no significant relationship between utilization of digital resources and pupils' acquisition of skills in English language in public primary schools in Nairobi, Kenya.

2.3 Significance of the Study

The findings of this study may be useful to teachers of English on the benefits accrued from the use of digital resources in the acquisition of skills in English language as these skills have a bearing on the learning of other subjects, the Kenya Institute of Curriculum Development (KICD) especially curriculum designers in English in

responding to teachers and learners' contemporary requisites in the design of digital resources such as English software, e-links, e-books and other online/offline resources. The study may also provide feedback to ministry of education and the government on the benefits of investing in digital resources. Finally, data generated from this study may be useful to scholars and researchers focusing on the same thematic area and may shed light on how usage of digital resources influence acquisition of receptive, productive, digital skills in English language and academic performance at the primary level of education.

3. Literature Review

3.1 Digital Resources and Acquisition of Skills in English Language

English pronunciation skills can be improved using digital applications. Lestari et al. (2024) in Indonesia conducted research using an experimental and control group. The experimental group was exposed to English Pronunciation Digital on the backdrop that the English pronunciation skill was hindered by mother tongue influence, sound system difference between L_1 and L_2 and the inconsistency of English vowels. The results showed a significantly positive influence of English Pronunciation Digital on English pronunciation skills in the experimental group. These findings show that usage of digital enabled applications and repositories can improve pronunciation skills in English.

In Sweden, Sundqvist (2009) investigated the relationship between students' extramural English and their learning outcomes in school. The important finding was that spending time on extramural activities in English had a positive effect on students' oral proficiency and vocabulary. This implies that homework given digitally helps in acquisition of oral (speaking) skills in English language.

Zehler et al. (2019) in the United States research on Supporting English Learners through Technology: What Districts and Teachers Say about Digital Learning Resources for English Learners using case studies from six districts and twelve schools research surveyed the districts, teacher of English learners and students. The study findings showed that digital learning resources enabled students to: track their own progress, promoted pairs or groups of students to collaborate, digital learning resources can be used by students with their parents and families, they allow students to direct their learning and engage students in learning activities as a game. The teachers also acknowledged the benefits of digital learning resources as visual support, interactive dictionaries, text to speech functions, translation functions and the record and replay functions as beneficial to the English lessons.

Research on the effectiveness of hybrid learning in English pronunciation pedagogy by Benjamin-Ohwodede et al. (2024) in Nigeria on the backdrop of Nigerian ESL context, findings revealed the use of digital resources enhances students cognitive abilities and retentive capacity regarding English pronunciation because digital audio-visual tools are paramount phonetic strategies for learning how to avoid unacceptable phonetic alterations in English language which is brought about by second language phonological interference.

Alakrash, Razak and Krish (2022) on the application of digital platforms in learning English results showed that students have a high level of digital literacy skills, a high level of usage of digital platforms for learning, and a high level of attitudes. The findings showed that digital platforms enhance all language skills such developing English speaking skills, communication skills, reading skills, writing skills, enrichment of vocabulary, aid in doing assignments and studying English content, locating and retrieving information and enhancement of group work.

Morales (2014) research shows that the language skill that benefits the most from computer-assisted language learning technology is speaking and there is a multitude of applications that let users record both audio and video.

3.2 Perceptions Towards Utilization of Digital Resources in the Acquisition of Skills in English Language

Kopinska (2020) in Spain explored the attitudes of EFL students towards the use of ICT in the English classes where seven hundred and seventy-seven EFL learners responded to a questionnaire administered before and after the implementation of an 18-month ICT-based intervention in their classroom. The main findings revealed that attitudes towards technology were positive and were maintained, which supported the students' favor of ICT's integration in EFL teaching.

While in Sweden, Rosén and Billore (2019) Cross-Cultural Study of Students' Attitudes towards Digital Language Learning Tools research found marked difference in attitude towards digital language learning between Swedish and German students. Swedish students appeared to have a well-formed attitude, German students lacked exposure and hence are unplaced. Swedish students are more aware of the different ways of learning, types of digital language tools and opinion regarding the use of these tools in terms of positive and

negative effects, preferences and possible changes or expectations as compared to German counterparts.

Basaran (2013) findings too reveal that teachers have very positive attitudes towards incorporating technology in their English classes as they believed computers enhance English language teaching and provide long term learning while making courses interesting and enjoyable but lack of competency in using computers, lack of equipment and incompatible curriculum design made it difficult to integrate technology in their English lessons.

Chen, Breslow and DeBoer (2018) examined how students use very simple online task-level feedback to master material that they may not have encountered before. This feedback was delivered when and where it was most convenient for the student and there were numerous online platforms to deliver it. This research recognized that feedback is integral to the learning process.

Interestingly, a study conducted in Slovenia by Mažgon et al. (2020) on the role and use of e-materials in vocational education and training discovered that while teachers perceived highly the usefulness of both online and offline e-material in preparing and conducting lessons, students 'never or almost never' used these resources in the general subjects including English as a second language. These findings show that different learners have different attitudes towards learning English using digital resources depending on different backgrounds.

3.3 Hindrances to Digitization in the Acquisition of Skills in English Language

Tasci (2024) findings in Turkey reveal that although many English teachers know of the many benefits integrating technology in language classes, there are still gaps in the way technology advances, teachers technical or technological knowledge and the curriculum. These findings are corroborated by Mwangi (2022) research on classroom use of digital resources in teaching and learning English language in secondary schools in Nyeri county, Kenya whose key findings showed teachers were aware of the numerous benefits of digital resources in teaching English but were hindered from these benefits due to time constraints in preparing and delivering English content within the stipulated timetable time.

The findings of Nilsson (2024) in Sweden research on challenges and teaching materials in English for young learners in Sweden revealed English teachers mentioned lack of sufficient time to do much with the 140 minutes per week allocated time for English lessons as one of the reasons that made it difficult to integrate digital pedagogies in English lessons as there were lots of aspects to cover in a limited amount of time.

Hindrances to digitization in schools are mentioned by Boonmoh and Sanmuang (2024) in Thailand by teachers to include: selecting appropriate ICT resources, insufficient digital literacy knowledge, the need for pedagogical adjustments, insufficient training and support, infrastructure limitations, and time constraints while in Indonesia Atmojo et al. (2022) show the digital literacy of teachers to be very low in technological, cognitive and ethical dimensions.

Raman and Yamat (2025) study in Malaysia too found out that although the school was well resourced in ICT, English teachers' hesitance to ICT integration during English classes emanated from lack of time, the amount of load work that comes with teaching language and lack of ICT skills. With workload, teachers mentioned the over-load of administrative tasks such as preparation of report cards, making attendance reports, filling the record book and form and the concentration on examinations and syllabi. Teachers too mentioned that ICT is difficult to integrate in large classes where marking examination papers and assignments also takes a lot of time.

Jones (2004) discusses seven barriers that affect the integration of ICT into lessons: lack of confidence among teachers during integration, lack of access to resources, lack of time for the integration, lack of effective training, facing technical problems in use, lack of personal access during lesson preparation, age of teachers and teaching experiences.

In Mrosso and Ndibalema (2024) research in Tanzania, teachers mentioned some of the reasons they have had problems integrating ICT in their English lessons were due to insufficient training, poor infrastructures, lack of knowledge and teachers' low readiness although teachers highly believed in the use of ICT to enhance English language fluency in reading and writing skills.

Werimo and Muthee (2022) likewise found that primary school teachers in Kakamega County, Kenya had the same advocacy to managements of public primary schools' teachers in Kakamega County to ensure availability of the required ICT infrastructure to facilitate access to electronic information resources and professional development trainings to enhance their ICT knowledge and skills.

Research by Morara et al. (2020) in Kisii, Kenya which ranked challenges facing digital literacy programs in primary schools noted the main challenges included: training, access to computers, facilities & equipment, funds and technical support which hampered the implementation of the nation-wide digital literacy program.

In contrast, countries in Europe according to the European Commission report (2023) Digital Education Content in the EU – state of play and policy options, the array of digital education opportunities in formal education are overwhelming spanning from e-books to personalized learning environments, virtual and augmented reality (VAR) to mobile applications, artificial intelligence (AI) to learning management systems (LMS). European countries have also seen an increased share of global EdTech funding from 6% in 2020 to 22% by 2022.

Report by OECD (2025) mention there are still gaps in teachers' digital skills in OECD countries citing Belgium and France where principals reported teachers lacked the necessary skills to integrate digital devices compared to other countries such as Austria, Ireland, Korea, Latvia, Slovenia, Lithuania and Sweden. The principals cited hesitation in teachers to use digital resources in ways that could transform teaching and learning. These findings are echoed by Okafor (2023) in Nigeria where over 60% of teachers in Nigeria's public primary schools still lack digital literacy skills and confidence to effectively integrate technology into their teaching practices and Foltynet and Motycka (2009) in Spain that e-learning technologies, as well as other information and communication technologies, can consume inadequate time portion if used improperly. This is partly because of the capricious nature of adoption of digital technologies when it comes to course time management, tutors time management and students time management.

On top of these challenges of availability and access to digital infrastructure there is the challenge of keeping up with the technologies as 'we live in a world that is constantly changing and where technology becomes obsolete almost as quickly as it becomes available' as Mantiri, Hibbert and Jacobs (2019) research on digital literacy in ESL classroom in Thailand found recommending teachers of English to be adaptable towards technology use; be open-minded and willing to learn from the students - the digital natives; be up-to-date with technological advancements.

3.4 Theoretical Framework

A theoretical framework is the blueprint for research comprised of theories expressed by experts in the field into which one plans to research, Kivunja (2018).

This study is based on Functional Grammar language theory by Simon C. Dik (1977) which emphasizes on contextualization of receptive, productive and digital English skills implying that both teachers and pupils need to manipulate a variety of instructional resources to be able to understand and experience how language functions in different academic and social contexts in the teaching learning process. One of the instructional resources that can be utilized for effective contextualization of English content are digital resources as they appeal to all the learning senses; visual, auditory and psychomotor and tactile. The relevancy of functional grammar in contemporary classrooms and students' learning is that it enlightens the learning of grammar. Whereas traditional grammar approaches and conceive of grammar as a set of structures which can be assessed as correct or incorrect, functional grammar sees language as a resource through which we interactively shape and interpret our world and ourselves. Because of this multidimensional there are implications of using it in the teaching learning process: at the level of cultural context, students can see language varies across the different discourse communities; in genre, students can see how texts are organized according to social purposes they are trying to achieve and how grammatical patterns contribute to the meaning of the text; in register, students can see the relationship between various factors in the context and how these impact on the choices we make from the language system; coming through the meta functions students can learn how language is used to construct meanings of the various curriculum areas for instance literature, mathematics, science, geography; in mode students can construct and interpret spoken, visual and digital texts by asking questions of purpose, audience, genre and register and in grammar students can see how clauses and sentences are structured in various ways for different semantics, Derewianka and Jones (2010). Functional grammar prepares pupils in the usage of digital resources to acquire skills in English language for use in different contexts.

4. Methodology

4.1 Research Design

A research design integrates different components of a study in a logical and coherent way ensuring that one effectively plan for the procedures of investigating a research problem, its objectives, hypotheses, selection of participants, collection of data, analysis and interpretation of the findings, Thakur (2021).

This study adopted a mixed method research (MMR) design to describe and explore the influence of human resource utilization of instructional resources on pupil's acquisition of skills in English language. Mixed method research design was found relevant for this study as it combines both qualitative and quantitative approaches and an enquiry moves from general to particular, Wambugu and Njoroge (2021), with the advantage of using data

triangulation where multiple sources of data are used in a study. Generally, there are three major types of mixed methods research design namely: the concurrent (convergent or parallel) design, explanatory sequential design and the exploratory sequential design, Fraenkel et al. (2012). This study adopted the concurrent design. Concurrent mixed methods research design involves collecting both quantitative and qualitative data at roughly the same time.

4.2 Target Population

The study targeted 195 public primary schools in Nairobi County which comprised 32,500 grade 6 pupils (RDE 2022) about 2000 teachers of English (TSC 2022). This study also targeted 195 headteachers representing each public primary school. Therefore, the total population targeted was 34,695 respondents.

4.3 Sample Size

A subset of the entire population containing the same characteristics is a sample size.

Yamane (1967) simplified formula was used to determine the schools, teachers of English and pupils' populations.

Yamane Simplified Formula: $n = N \, 1 + N \, (e)^2$

Where n = sample size;   N = population size; e = level of precision at 95%

The sample size for schools is $\mathbf{n} = N \, 1 + N \, (e)^2$ $\mathbf{n} = 195/ \, 1 + 195 \, (0.0025) = \mathbf{55}$

The sample size for teachers of English is $\mathbf{n} = N \, 1 + N \, (e)^2$ $\mathbf{n} = 2000/ \, 1 + 2000 \, (0.0025) = \mathbf{333}$

The sample size for grade 6 pupils is $\mathbf{n} = N \, 1 + N \, (e)^2$ $\mathbf{n} = 32500/ \, 1 + 32500 \, (0.0025) = \mathbf{395}$

The population using purposive sampling is a stratum comprising of headteachers, grade 6 teachers of English and grade 6 pupils. Stratified random sampling using the lottery technique was used to select each strata population.

Table 1. Sampling Frame

Category of respondent	Population	Sample Size	Criteria
Headteachers	195	55	Yamane simplified formula
Teachers of English	2,000	333	Yamane simplified formula
Grade 6 Pupils	32,500	395	Yamane simplified formula
Totals	**34,695**	**783**	

4.4 Sampling Techniques

Simple random sampling was used to select the strata, and the lottery technique was used to select participants in the stratum.

4.5 Data Collection and Analysis

Qualitative and quantitative data was collected from the respondents using questionnaires (headteachers, teachers of English and grade 6 pupils), unstructured interviews guided by the theme of the study, observation checklist form and an English Achievement Test. An unstructured interview schedule guided by the theme of the study was administered to headteachers as it is informal, conversational and allowed informants to express themselves in-depth. The questionnaires were divided into two sections. Section A elicited Bio Data information while Section B generated data under the theme of the study objective bearing both open and close ended questions presented in a five-point Likert scale. An English Achievement Test was administered to the pupils to gauge their level of English proficiency. The observation checklist form was used to verify data of the actual availability, status and usage of digital resources.

Quantitative data was summarized using descriptive statistics using frequencies and percentages presented in tables. Qualitative data was analyzed thematically. Pearson Product Moment Correlation Coefficient analysis was used to test the hypothesis.

4.6 Ethical Considerations

The researcher initially obtained a research permit from the National Commission of Science, Technology and

Innovation (NACOSTI) to allow her to collect data. The researcher and research assistants contacted the public primary schools to book appointments on the dates and times for data collection. Teachers of English who are custodians of grade 6 pupils were involved in administering the pupils' questionnaires and English Achievement Test as the pupils are familiar with and trust their teachers. The interview schedules, filling up of the questionnaires, English test and observation checklist forms were done on the same day.

5. Findings of the Study

The study aimed to establish how utilization of digital resources influences pupils' acquisition of skills in English language.

5.1 Availability, Status and Usage of Digital Resources

This data was elicited using an observation checklist form. The digital resources under investigation were teacher digital device, pupil digital device, peripherals (sockets, power cables) electricity connectivity and wi-fi connectivity. The findings indicated that public primary schools had digital resources but were not adequate, the status was generally good and the usage was often.

Researchers commented on different schools:

> 'The pupil digital device was available and functional. They use it in the IT room and in English classes they use the mobile phones for spellings, meanings and pronunciations.'

> 'The digital devices were available including a television screen. The Wi-Fi was strong, and the pupils were able to use the digital devices for context.'

> 'The digital devices were scarce. Teachers of English complained of rampant electricity outages and very poor signal of Wi-Fi connection. Due to the large class size, the teacher did not use mobile technology as she said the pupils can barely see anything as the screen is too small.'

5.2 Digital Resources and Acquisition of Skills in English Language

This data was elicited from the teachers of English questionnaire and grade 6 pupils questionnaire using a five-point Likert scale question which required them to indicate their level of agreement with various statements on the influence of digital resources and acquisition of skills in the English language where level 5 equated to strongly agree, level 4 equated to slightly agree, level 3 equated to agree, level 2 equated to slightly disagree while level 1 equated to strongly disagree. The responses were as follows:

Teachers of English responses as shown on Table 2.

Table 2. Digital resources and acquisition of skills in English language

Statement		Strongly agree (5)	Slightly agree (4)	Agree (3)	Slightly disagree (2)	Strongly disagree (1)	Total
I use digital resources to introduce new English concepts and topics	f	20	104	104	22	10	**260**
	%	7.7	40.0	40.0	8.5	3.8	**100**
There is enough time to incorporate digital resources in my timetable	f	20	60	106	66	8	**260**
	%	7.7	23.1	40.8	25.4	3.1	**100**
Digital enabled learning increases the quality of teaching and learning	f	92	80	44	44	-	**260**
	%	35.4	30.8	16.9	16.9	-	**100**
I find KICD open educational resources and online/offline content useful	f	82	72	60	38	8	**260**
	%	31.5	27.7	23.1	14.6	3.1	**100**
I encourage my pupils to use digital resources in their homework	f	116	66	48	22	8	**260**
	%	44.6	25.4	18.5	8.5	3.1	**100**

Source: Study Field Data (2025)

The findings of this study indicate strong awareness by the teachers of English on the benefits of using digital resources in the teaching learning of English. Teachers of English use digital resources to introduce new English concepts and topics at 87.7%. This shows the perceptions towards utilization of digital resources in English lessons is positive. To be able to fully realize the benefits of digital resources in acquiring skills in English teachers of English indicated the need to have more time to incorporate digital resources in the timetable at 28.1% as digitally enabled learning increases the quality of teaching and learning at 83.1%. Many teachers also found KICD open educational resources available online and offline very useful at 82.3%. In the teaching of English skills teachers of English encouraged their pupils to use digital resources in their homework at 88.5% which ultimately improves their research skills.

Grade 6 pupils' responses are shown on Table 3.

Table 3. Digital resources and acquisition of skills in English language

Statement		Strongly agree (5)	Slightly agree (4)	Agree (3)	Slightly disagree (2)	Strongly disagree (1)	N
KICD radio content assists in my pronunciations	f	68	82	97	31	38	**316**
	%	21.5	25.9	30.7	9.8	12.0	**100**
KICD radio makes English lessons interesting and enjoyable	f	148	46	63	21	38	**316**
	%	46.8	14.6	19.9	6.6	12.0	**100**
Online dictionaries help in my spellings	f	178	71	34	17	15	**316**
	%	56.3	22.5	10.8	5.4	5.1	**100**

Source: Study Field Data (2025)

Majority of grade 6 pupils noted that the Kenya Institute of Curriculum Design (KICD) radio content assists in their English pronunciation skills at 78.1%, makes English lesson interesting and enjoyable at 81.3% and online dictionaries help in their spelling skills at 89.3%. This shows that there are many benefits accrued from using digital resources in the acquisition of receptive, productive and digital skills in English language.

An open-ended question to teachers of English sought to find out the strengths experienced when teaching learning English using digital resources. Their responses were themed as: making lessons interesting, provision of feedback, improve reading skills, enhance pronunciation skills, improve communication skills, contextualization of content, opportunities for groupwork and dramatizations of English skills. Table 4 shows the responses:

Table 4. Strengths of digital resources in the acquisition of skills in English language

Strengths of digitization	Frequency	Percentage %
Makes lessons interesting	61	23.5%
Provision of feedback	60	23.1%
Improve reading skills	31	11.9%
Enhance pronunciation skills	30	11.5%
Improve communication skills	28	10.8%
Contextualization of context	23	8.8%
Opportunities for group work	23	8.8%
Dramatizations of English skills	4	1.5%
Totals	**260**	**100%**

Source: Study Field Data (2025)

When asked to elaborate on their given answers, teachers of English commented as follows:

'It makes learning interesting and accurate pronunciations.' 'Learners enjoy the lesson most when digital lessons are conducted.' 'Learners have become more interested in English. Enhances student engagement, improves academic performance and creates more opportunities for collaboration.' 'Learners have become more interested in English lessons leading to high performance in English.' 'It has led to high concentration throughout the English lessons. Learners can remember better than before.' 'It has improved pronunciation as they listen to the audio and repeat the sound they have heard.' 'Story moja has improved reading skills in my class.' 'Helps a lot in pronunciation of words especially where the instructor has mother-tongue challenges in saying some words.' 'Improves pronunciation skills, makes learning involving and interesting.'

'Improves reading to the learner.' 'Makes it easier to illustrate a given example.' 'Enhances learning through interactive tools and videos.' 'It enhances engagement and motivation in learning, provides access to a variety of online resources, improves research skills and independent learning.' 'Learners are able to upload videos of what has been learnt.' 'It helps in digital literacy since more leaners learn by seeing.'

'Able to get first-hand information, knowledge retention.' 'Yes, it makes learners to be active and also arouses their interest in learning.'

There are many benefits accrued from the use of digital resources in the acquisition of skills in English language as the findings of this study reveal from making lessons interesting, keeping learners motivated and engaged, provision of feedback, improvement of reading skills, improved English pronunciation skills, better and improved communication skills, contextualization of English content, opportunities for group work activities and being able to enact using dramatizations different English lessons, genres and skills. These skills impact the other English skills such as writing due to improved spellings and access to a wide vocabulary which helps in extensive writing skills, listening skills from group work when manipulating the digital resources and digital literacy where pupils learn to type, search for information and present it for assessment and guidance from the teachers of English.

Using open-ended questions, teachers of English were asked to cite benefits of using the teacher digital device and pupil digital device during English lessons. The responses are shown on Tables 5 and 6.

Table 5. Teacher digital device and acquisition of skills in English language

Teacher digital device	Frequency	Percentage %
Contextualization of content	150	57.7%
Research	80	30.8%
Homework	30	11.5%
Totals	**260**	**100%**

Source: Study Field Data (2025)

One of the benefits of using the teacher digital device during English lessons in the ability to contextualize English content with ease for the learners 57.5%, ability to conduct research for lesson planning and execution 30.8% and in giving homework to the pupils to improve on the various English skills11.5%.

Table 6. Pupil digital device and acquisition of skills in English language

Pupil digital device	Frequency	Percentage %
Digital literacy	102	39.2%
Research skills	61	23.5%
Pronunciation skills	55	21.2%
Homework	24	9.2%
Revision	18	6.9%
Totals	**260**	**100%**

Source: Study Field Data (2025)

Digital literacy helps pupils learn how to manipulate digital devices and digital resources for skills in English language 39.2% and the digital device provides opportunities for research skills 23.5%, improvement of pronunciation skills 21.2%, aid in executing homework 9.2% and is an important resource for doing revision 6.9%.

With all these benefits, implementation of digitization in schools comes with obstacles and hindrances as Tables 7 and 8 show.

Headteachers and teachers of English responded to the question of hindrances as follows:

Table 7. Hindrances to digitization in the acquisition of skills in English language

Digitization interruptions	Yes	Percentage %	No	Percentage %	Totals %
Electricity interruptions	32	78.0%	9	22.0%	100%
Network connectivity interruptions	32	78.0%	9	22.0%	100%
Lack of English software	32	78.0%	9	22.0%	100%
Limited technical support	32	78.0%	9	22.0%	100%

Source: Study Field Data (2025)

Teachers of English responded as follows:

Table 8. Areas of improvement in digitization and acquisition of skills in English language

Areas of improvement	Frequency	Percentage %
Availability of digital devices and resources	106	40.8%
More links	80	30.8%
Time allocation	51	19.6%
Wi-Fi	23	8.8%
Totals	**260**	**100%**

Source: Study Field Data (2025)

Tables 7 and 8 show that headteachers and teachers of English agree that there are hindrances to digitization and use of digital resources in the acquisition of skills in English language. These hindrances emanate from inadequate digital devices, electricity interruptions, network connectivity interruptions, lack of English software and limited technical support while teachers of English would like to have more digital devices during English lessons, an array of educational links to use, improved time allocation to enable both teachers and pupils enough time to manipulate the digital resources.

When prompted to elaborate their given answers, headteachers and teachers of English commented as follows:

> *'Create digital awareness, sensitize learners, teachers and parents on the importance.' 'Have a constant network connection and modern gadgets to use.' 'Provide more time for learners to interact with the gadgets.'*

> *'Improve accuracy and relevance of online resources, ensure all students have reliable devices and internet access.' 'Need for more access to digital devices, training for teachers on integrating digital tools effectively, more time allocated for digital based lessons.' 'Yes. More digital devices.' 'Yes, provide more digital resources for learners.' Improve e-books availability.' 'Digital devices to be available in schools, laptops, projectors and internet.' 'The English learners' book to be online so as to make it easy for the learner to access the various books.' 'Enough digital resources for the learners.' 'I wish to have a speaker so that when I teach spelling or reading the learners can easily hear the words appropriately.'*

The availability of functional digital devices and up-to-date digital resources is paramount in the acquisition of digital skills, receptive and productive skills in English. Further, there is need for ICT skills as headteachers have mentioned not only to teachers of English and pupils but also parents who aid in the acquisition of these skills at home when supervising and assisting in homework.

Teachers of English professional development in the use of digital resources is important if teachers are to have the expertise required in the technological age. Teachers of English were asked to mention areas they would like to professionally improve when accessing and using digital resources in English lessons. Table 9 indicates the responses.

Table 9. Professional improvement in digital resources and acquisition of skills in English language

Professional improvement	Frequency	Percentage %
ICT skills	146	56.2%
Time management	114	43.8%
Totals	**260**	**100%**

Source: Study Field Data (2025)

Teachers of English wished to improve their ICT skills and time management when using digital resources in English lessons as table 9 shows at 56.2% and 43.8% respectively. When prompted to elaborate on their given answers, teachers of English commented:

> *'Learning how to use advanced digital teaching tools, integrating multimedia content effectively.' 'Engagement balance – combining digital tools with traditional teaching methods.' 'Digital textbooks, they need to add more quizzes.' 'Usage of PowerPoint which would help in replacing or supplementation of charts.' 'Using the digital resources more often so as to be conversant with them.' 'Use of PowerPoint.'*

Table 10. Correlation between digital resources and acquisition of skills in English language

		English skills	Digital resources
Digital resources	Pearson Correlation	.897**	1
	Sig. (2-tailed)	<.001	
	N	**260**	**260**

**Correlation is significant at the 0.01 level (2-tailed)

Source: Study Field Data (2025)

The results presented in table 10 indicates there is a positive statistically significant correlation between digital resources and pupils' acquisition of skills in English language (r =.897**, n=260, p =.001). This is a clear indication that availability and usage of digital resources in the teaching learning process positively influence the acquisition of skills in English language. Subsequently, the null hypothesis of this study was rejected at 0.01 significance level since utilization of digital resources influence pupils' acquisition of skills in English language.

6. Conclusion

Digital resources aid in the acquisition of English receptive, productive and digital skills. There are very many benefits realised by teachers of English and pupils when technology is used during English lessons. Teachers of English find it good to introduce new topics using digital resources citing the content therein as useful and of good quality. The fact that digital resources can be used both online and offline is advantageous in the acquisition of English skills as resources are available all the time when needed. Teachers are able to give pupils homework digitally which improves their overall English skills in and out of the classroom. Both teachers and pupils find digitally taught lessons to be interesting and enjoyable with the opportunities for illustrations, higher concentration spans, improved content retention capability and recall skills. Pupils too enjoy interacting with digital devices as the resources therein improve their English pronunciation and spelling skills. They are also

able to search for meanings of various English words using digital resources. English pronunciation skills precede good speaking skills which are precursors to confidence when speaking in public and with peers. Digital resources improve overall communication skills including writing skills due to the wide vocabulary available in digital resources. Contextualization of English content is another advantage when using digital resources. English vocabulary can have words that are not familiar with the pupil's environment, and the contextualization of content assists them see and have different semantical meanings attached to words, sentences and phrases thereby improving their discourse.   Reading skills are improved when utilizing digital resources as there is a wide array of literature from different genres which pupils can read such as storybooks, novels, e-textbooks, diaries, magazines etc. Digital resources help teachers give homework to pupils and pupils use research skills to help them execute the assignments. Revision is another area that pupils use digital resources for self-improvement in various English skills and preparation for tests and assignments. Digital resources aid in typing skills which are important in the technological age. There are a lot of improvements that can be made when utilizing digital resources in English lessons ranging from availing functional digital devices, reliable electricity connections, stable internet connectivity, English software, ICT skills for teachers of English and skills on time management. Teachers of English cited time management as one of the hindrances when utilizing digital resources in English lessons where ample time to manipulate the devices was not always enough.

7. Recommendations

Based on the findings and conclusions, the study recommends the following:

1. The Ministry of Education, Curriculum support officers and school administrators may find it worthwhile to have ICT technical experts in schools to maintain digital devices and impart ICT skills to teachers of English and pupils for seamless utilization of these digital resources during English lessons.

2. The Ministry of Education should continue to invest in the availability and maintenance of digital devices and their peripherals for effective utilization of these devices and resources during English lessons.

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