

INTEGRATING DIGITAL TECHNOLOGIES INTO FRENCH-ENGLISH TRANSLATION (FET) PEDAGOGY: INSTITUTIONAL, TECHNOLOGICAL AND PEDAGOGICAL CHALLENGES IN NIGERIAN UNIVERSITIES

Gloria N. SHUAIBU

University of Benin, Nigeria

<https://orcid.org/0009-0006-8461-9119>

DOI: <https://dx.doi.org/10.4314/jolls.v15i3.21>

Abstract

In a globalized and multilingual world, translation plays a crucial role in language education and intercultural communication. However, in Nigeria, where French-English translation is taught as part of French studies at the undergraduate level, the pedagogical integration of digital tools remains limited. As universities face increasing pressure to adapt to twenty-first-century educational standards, challenges such as outdated curricula, inadequate infrastructure, and insufficient teacher training hinder the effective digitalization of translation pedagogy. This study investigates the institutional, material, and pedagogical factors that either facilitate or constrain the integration of digital practices into translation training across six public universities in Nigeria's South-South region. A mixed-methods approach was employed: structured questionnaires were administered to 251 undergraduate students, while 17 lecturers were interviewed using semi-structured interviews. The results reveal a significant gap between students' readiness for digital learning and institutional capacity to support it. While students demonstrate enthusiasm for digital translation tools, lecturers often lack the training and resources required to implement them. The study concludes that advancing translation pedagogy in the digital era requires coordinated institutional investment, curriculum reform, and ongoing professional development. It offers practical recommendations for French departments seeking to modernize translation instruction in resource-constrained environments.

Keywords: *Challenges, Digital Tools, Learning, Pedagogy, Translation*

Résumé

Dans un monde globalisé et multilingue, la traduction joue un rôle essentiel dans l'enseignement des langues et la communication interculturelle. Cependant, au Nigeria, où la traduction français-anglais est enseignée dans le cadre des études de français au niveau universitaire, l'intégration pédagogique des outils numériques demeure limitée. Alors que les universités sont appelées à s'adapter aux standards éducatifs du XXI^e siècle, des obstacles tels que des programmes obsolètes, des infrastructures inadéquates et un manque de formation des enseignants freinent la numérisation effective de la pédagogie de la traduction. Cette étude examine les facteurs institutionnels, matériels et pédagogiques qui favorisent ou entravent l'intégration des pratiques numériques dans la formation en traduction dans six universités publiques de la région du Sud-Sud du Nigeria. Une méthode mixte a été utilisée : des questionnaires structurés ont été administrés à 251 étudiants de premier cycle et 17 enseignants ont été interrogés à l'aide d'entretiens semi-directifs. Les résultats révèlent un écart notable entre la disposition des étudiants à apprendre avec des outils numériques et la capacité institutionnelle à les soutenir. L'étude conclut que le développement durable de la pédagogie de la traduction à l'ère numérique requiert des investissements institutionnels, des réformes curriculaires et la formation continue des enseignants.

Mots-clés : *Apprentissage, Défis, numériques, Pédagogie, Traduction*

Introduction

Over the past few decades, translation has become an indispensable skill in an increasingly interconnected and multilingual world. In higher

education, it serves both as a linguistic tool and as a cultural bridge, facilitating communication across borders and enabling learners to engage critically with diverse systems of knowledge

(Gambier & van Doorslaer, 2016; Pym, 2010). As academic and professional environments become increasingly digitalized, translation training must evolve accordingly by incorporating digital tools, blended pedagogical approaches, and technology-enhanced learning environments. Yet, across much of sub-Saharan Africa, including Nigeria, translation continues to be taught through traditional and outdated approaches, particularly at the undergraduate level, where it is often incorporated into French programmes without being recognized as an autonomous discipline (Mebitaghan, 2016; Ogunlana, 2019).

This discrepancy is particularly evident in the Nigerian context, where translation is often relegated to the status of a secondary skill within French departments, with limited investment in pedagogical innovation or digital infrastructure. The emergence of digital translation tools, such as Computer-Assisted Translation (CAT) software, online corpora, and virtual learning platforms, has profoundly transformed translation teaching and practice worldwide (Bowker & Barlow, 2020; Kübler & Volanschi, 2021). However, the integration of these tools in Nigerian universities remains marginal. Many programmes lack even the basic resources required to support the digital literacy of students and staff, while existing pedagogical frameworks are rarely adapted to the contemporary realities of translation (Shuaibu & Mebitaghan, 2024).

Three major challenges intersect at the heart of this problem: institutional inertia, material and infrastructural limitations, and pedagogical rigidity. First, the majority of Nigerian universities lack formal policies or structured curricula promoting the use of digital tools in translation teaching. Consequently, there is little administrative support or budgetary allocation for digital resources (Edugist, 2022; Jimoh, Mamman & Ojo, 2022). Second, infrastructural deficits—including poor Internet connectivity, unstable electricity supply, and insufficient access to ICT laboratories—severely limit the ability of students and lecturers to engage with modern translation tools (Ogunbodede et al., 2023). Third, pedagogical practices remain largely teacher-centred, with lecturers often inadequately trained

or insufficiently motivated to adopt digital methods (Atabek, 2019; Okegist, 2022). This situation is particularly concerning because it reveals a striking paradox: while institutions and lecturers struggle to adapt, students demonstrate considerable enthusiasm for digital learning. Recent studies—including data collected from six public universities in Nigeria's South-South region—show that students are willing and eager to exploit technology in their translation training but are constrained by systemic deficiencies (Shuaibu & Mebitaghan, 2024). Lecturers themselves acknowledge the usefulness of digital tools but identify numerous obstacles, including lack of training, absence of institutional guidelines, and infrastructural deficiencies. This gap between students' willingness and institutional capacity highlights an urgent need for reform.

The global COVID-19 pandemic accelerated the transition towards digital learning in higher education, exposing the structural weaknesses of many African educational systems (Modesta et al., 2021). Although some Nigerian universities attempted to transition towards distance education, translation courses were rarely prioritized in these efforts. Compared with scientific disciplines and the broader humanities, translation pedagogy remains under-researched and even less adequately resourced in discussions concerning digital transformation. This reality further underscores the need to critically examine the conditions under which translation is taught in Nigeria and to identify how these conditions can be improved through a strategic and technologically informed approach. The present study responds to this need by focusing on an essential yet underexplored aspect: the institutional, material, and pedagogical factors that facilitate or constrain the integration of digital practices into undergraduate translation training. Drawing on previous research (Pym, 2010; Hurtado Albir, 2015), this article is based on data from a larger doctoral study involving 251 undergraduate students and 17 lecturers across six universities in the South-South geopolitical zone. A mixed-methods approach provides a multidimensional perspective on the realities and potential of translation pedagogy in this context.

Grounded in Vygotsky's sociocultural theory and Bronfenbrenner's ecological model, this study views translation teaching as a dynamic interaction among learners, lecturers, tools, and institutional environments. The central research question guiding the study is: What institutional, material, and pedagogical factors facilitate or hinder the integration of digital tools into university-level translation training in Nigeria? By addressing this question, the study contributes to contemporary debates on the decolonization and digitalization of language education in Africa. It also proposes concrete strategies to assist French departments, where translation often remains marginalized, in adapting their methods to the demands of an increasingly globalized and digital future.

Translation Pedagogy in the Digital Era

Translation pedagogy has undergone profound transformations in recent years with the increasing integration of digital technologies. The use of computer-assisted translation (CAT) tools, translation memories, terminology databases, and online corpora is now central to the training of professional translators (Bowker & Barlow, 2020; Ehrensberger-Dow & Massey, 2019). In universities in the Global North, blended approaches are becoming increasingly common, promoting learner autonomy, project-based learning, and digital competence (Hurtado Albir, 2015; Pym, 2010). By contrast, in the Global South, particularly in sub-Saharan Africa, these pedagogical advances are often constrained by systemic factors such as inadequate funding, insufficient training, and the absence of coherent educational policies (Tulinayo, Ssentume & Najjuma, 2018). In Nigeria, translation is generally perceived as a sub-discipline embedded within French programmes and does not receive specific curricular development or institutional technological support (Mebitaghan, 2016; Ogunlana, 2019). This creates a clear pedagogical gap between translation practices in Global North contexts and those in Global South contexts.

Institutional and Pedagogical Constraints in African Higher Education

One of the major obstacles to digital transformation in African universities is the

absence of appropriate institutional frameworks. As Salimi (2025) points out, educational policies promoted at the national level are rarely implemented effectively at institutional level. In many universities, there is no formal strategy for integrating educational technologies into specific disciplines such as translation, resulting in fragmented and often unsustainable efforts. Pedagogical challenges are also significant. Recent studies show that higher education lecturers in Africa rarely receive adequate continuing professional development for integrating digital tools into their teaching practices (Nkuyubwatsi & Oduor, 2023; Lee & Tan, 2024). In Nigeria, this situation is compounded by a persistent dependence on lecture-based methods inherited from colonial educational systems, as well as a lack of departmental investment in techno-pedagogical innovation (Shuaibu & Mebitaghan, 2024). Furthermore, Hennessy, Harrison, and Wamakote (2010) note that a teacher's willingness to adopt technology depends on access, confidence, and perceived usefulness—factors that relate directly to the classroom microsystem. In the absence of institutional support or adequate material resources, lecturers often remain reluctant or inadequately prepared to transform their teaching practices, regardless of external technological developments.

Students' Digital Readiness and Emerging Needs

In contrast to institutional and pedagogical inertia, students in African universities demonstrate a strong capacity for digital adaptation. Tulinayo et al. (2018) found that even in resource-constrained environments, students actively use smartphones, translation applications, and digital collaborative tools to support their learning. In Nigeria, many translation students spontaneously rely on resources such as Google Translate, YouTube, and WhatsApp to supplement the instruction they receive (Shuaibu, 2025). Lee and Tan (2024) identify a concerning gap between students' digital readiness and institutional capacity to support them. Although students are flexible and motivated, their learning remains constrained by unsuitable curricula and a lack of

digital pedagogical tools. Addressing this need requires both material investment and a paradigm shift in pedagogical practices. Technology should be regarded not simply as an accessory but as a co-agent in the teaching and learning process. Bronfenbrenner's Ecological Model (Microsystem Level)

This study draws on Bronfenbrenner's ecological theory of human development, focusing exclusively on the microsystem. The microsystem refers to the immediate environment in which direct interactions take place among students, teachers, tools, and available educational resources (Bronfenbrenner & Morris, 2006). In the context of translation pedagogy, the microsystem encompasses the classroom environment, teacher-student relationships, the availability and use of digital tools, and interactions surrounding content and pedagogical feedback. Hennessy et al. (2010) demonstrate that microsystem conditions including teachers' confidence in using tools, pedagogical norms, and student engagement are crucial for the sustainable integration of technologies. Thus, even in resource-rich environments, the absence of effective mediation at the microsystem level can undermine the educational potential of technology. The microsystemic approach adopted in this study seeks to highlight the immediate and concrete realities influencing translation teaching in Nigerian universities. This perspective is also consistent with Vygotsky's socioconstructivist view (1978), which considers learning to be the product of social interactions mediated by cultural tools.

Methodology

This study adopted a mixed-methods approach, combining quantitative and qualitative methods in order to provide a comprehensive understanding of the institutional, material, and pedagogical factors influencing the effectiveness of French-English translation (FET) teaching in

selected public universities in Nigeria's South-South region. The survey was conducted in six public universities: the University of Benin, Delta State University, University of Uyo, Ambrose Alli University, University of Calabar, and Ignatius Ajuru University of Education. The target population consisted of 270 undergraduate students enrolled in translation courses and 15 French lecturers involved in teaching French-English translation. Of the 270 questionnaires distributed, 251 were returned and deemed usable, representing a response rate of 92.9%. In parallel, semi-structured interviews were conducted with the 17 lecturers in order to collect qualitative data, which were analyzed thematically. The coding process and full transcripts are provided in the appendix. Quantitative data were analyzed using descriptive and inferential statistics in order to examine participants' responses and identify significant trends.

A census sampling technique was employed, including all students and lecturers who met the inclusion criteria in the universities concerned. Two data-collection instruments were used: a structured questionnaire administered to students and a semi-structured interview guide designed for lecturers. The student questionnaire comprised several sections addressing teaching methods, availability of instructional materials, infrastructure, and institutional support. The interview guide explored lecturers' experiences regarding curriculum design, pedagogical practices, challenges encountered, and available resources. The content validity of the instruments was established by two experts in translation pedagogy. In addition, a reliability test was conducted with 30 students at Nnamdi Azikiwe University to assess the reliability of the questionnaire. A Cronbach's alpha coefficient of **0.942** was obtained, indicating a very high level of internal consistency

Data Analysis and Presentation of Results

Socio-Demographic Characteristics of Respondents

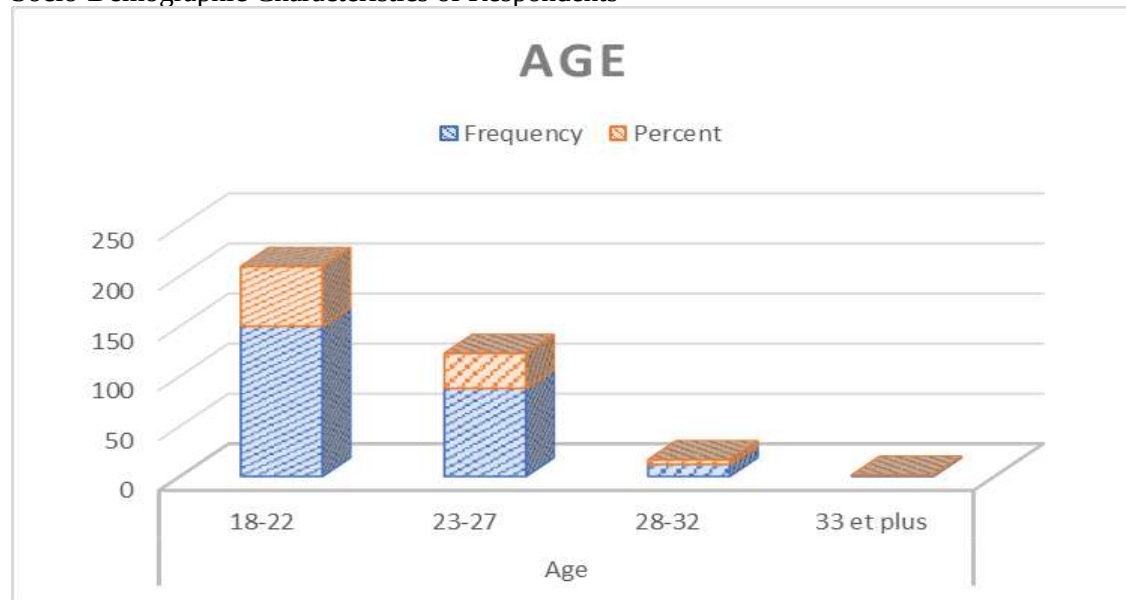


Figure 1: Bar Chart Showing the Age of Respondents

Figure 1 presents the age distribution of the 251 respondents surveyed. The majority of respondents (59.8%) were between 18 and 22 years of age, followed by 35.1% who belonged to the 23–27 age group. A very small proportion (4.8%) fell within the 28–32 age group, while only

0.4% were above 33 years of age. This indicates that the majority of students enrolled in French-English translation (FET) studies in the selected universities are young and at the undergraduate level.

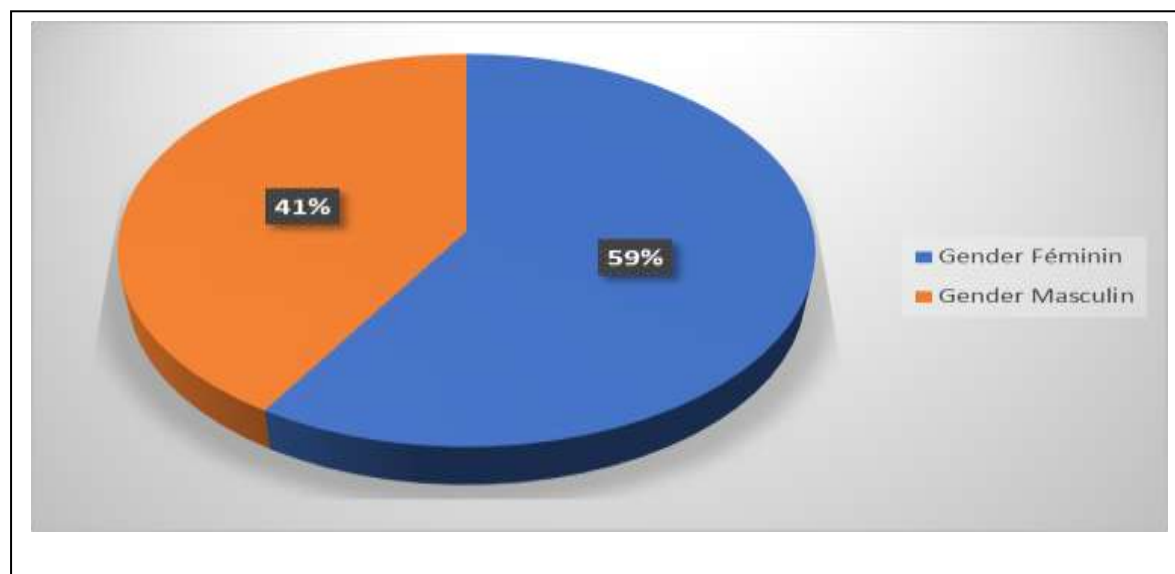


Figure 2: Pie Chart Showing the Gender Distribution of Respondents

Figure 2 shows that the number of female respondents (59.0%) was higher than the number of male respondents (41.0%). These data indicate that the majority of students studying French-English translation in the selected universities in

Nigeria's South-South region are female. This gender difference could have implications for the study of the effects of FET pedagogical approaches on students' learning experiences and academic performance.

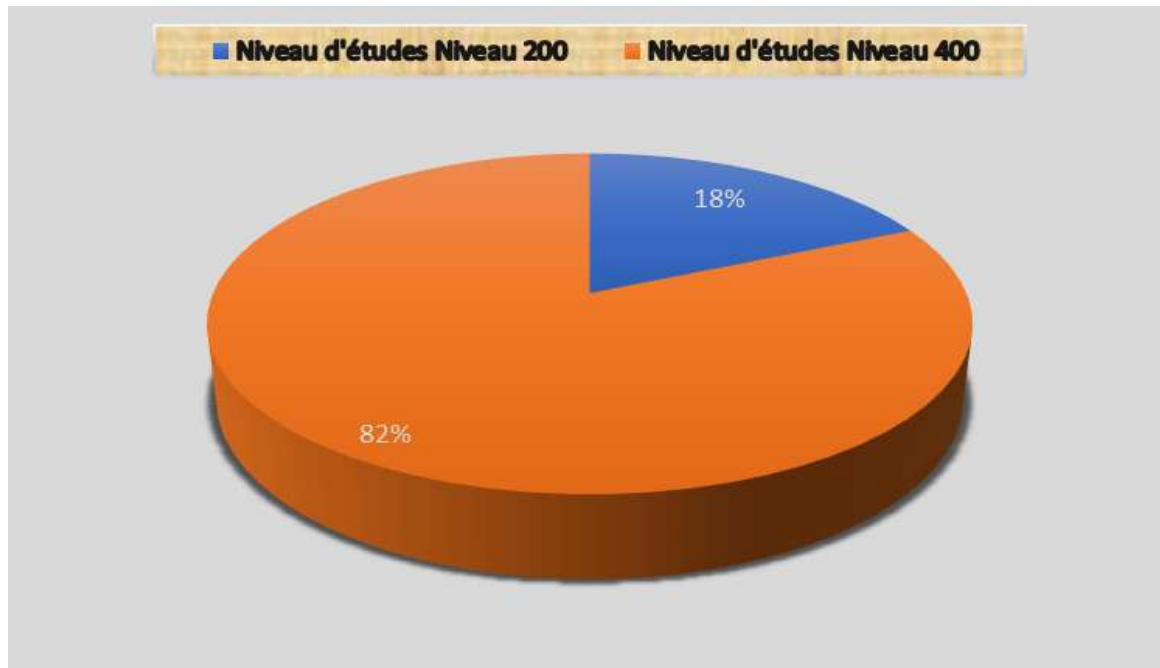


Figure 3: Educational Level of Respondents

The data analysed above further reveal that a larger proportion of respondents (81.7%) were at Level Four (400 level), while 18.3% were at Level Two (200 level). This means that most participants had received instruction and training in French-English translation for an extended period and

would therefore have a better understanding of translation concepts. The high percentage of final-year students used in the study makes the responses more reliable, as students at lower levels might not have sufficient understanding of FET

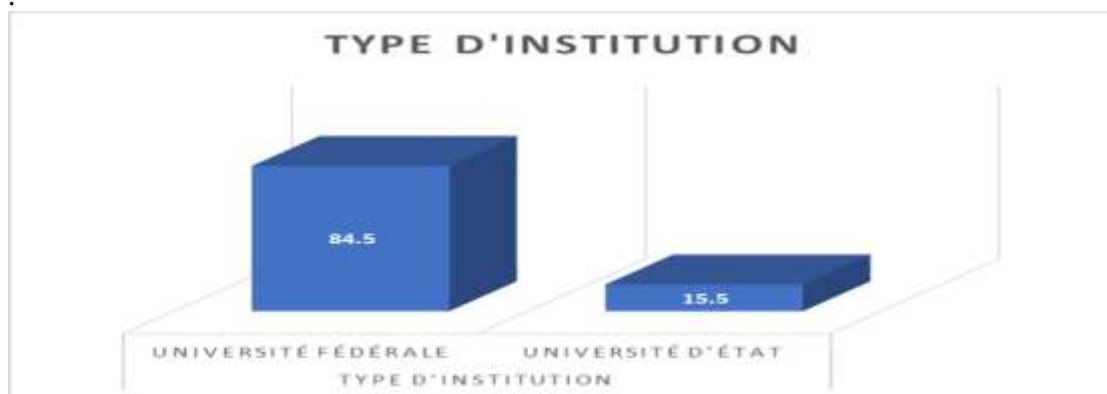


Figure 4: Bar Chart Showing Type of Institution

Figure 4 clearly shows that the majority of respondents (84.5%) were from federal universities, while 15.5% were from state universities. These data indicate that federal

universities have either larger populations or more established French translation programmes than state universities.

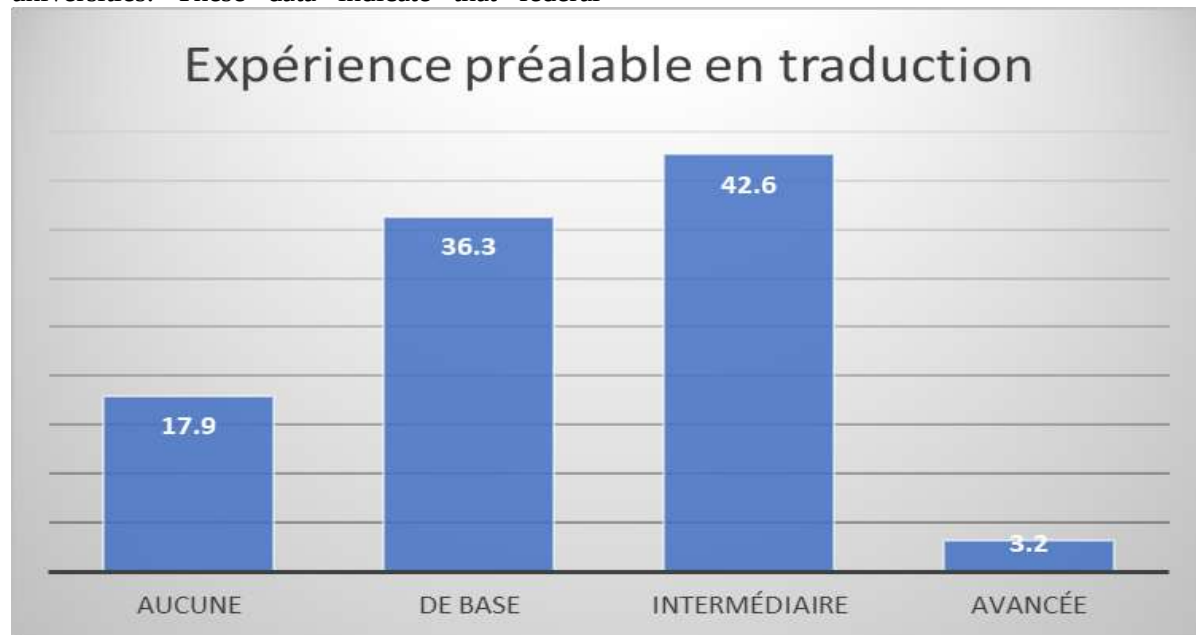


Figure 5: Bar Chart Showing Previous Translation Experience

According to the data, respondents had varied backgrounds in translation. While 17.9% had no previous experience, the majority had some translation experience: 36.3% at a basic level, 42.6% at an intermediate level, and a small

percentage (3.2%) at an advanced level. This shows that most students taking French-English translation courses had at least some previous exposure to translation.

Table 1: Factors Contributing to the Effectiveness of FET Pedagogy

Factors	Mean (M)	Standard Deviation (SD)
The availability of adequate translation resources is crucial for effective learning.	4.44	0.750
Well-trained instructors are essential for effective pedagogy in translation courses.	4.35	0.847
Cultural understanding plays a significant role in translation education.	4.26	0.812
Institutional support for translation programmes affects the quality of education.	4.21	0.824

Class size affects the quality of teaching and learning in translation courses.	3.94	1.028
Access to translation software and tools facilitates better learning outcomes.	4.27	0.806
Socioeconomic factors influence students' ability to excel in translation studies.	3.90	1.003
Collaboration with industry professionals improves the practical learning experience.	4.13	0.819
Curriculum design should be regularly updated to reflect current industry standards.	4.10	0.867
External factors such as internships and workshops contribute to effective pedagogy.	4.07	0.987
Digital technologies should be integrated into teaching to improve students' learning.	4.10	0.891
Continuous assessment of students is more effective than final examinations.	4.19	0.877

This study analysed the institutional, cultural, and socioeconomic factors influencing French-English translation pedagogy in selected universities in Nigeria's South-South region. The results show that the availability of adequate resources ($M = 4.44$) is essential for effective learning, confirming the importance of books, software, digital tools, and well-equipped laboratories (Austermühl, 2016; Kramsch, 2019; Usmanova et al., 2021). Continuing teacher training ($M = 4.35$) is also crucial for quality teaching. Institutional support ($M = 4.21$), in terms of funding, curriculum development, and capacity building, has a significant impact on teaching quality.

Students expressed mixed opinions regarding class size ($M = 3.94$), suggesting that its influence varies according to pedagogical methods and available infrastructure. From a cultural perspective, intercultural sensitivity ($M = 4.26$) is essential in translation teaching because it promotes better semantic adaptation. Collaboration with professionals ($M = 4.13$) strengthens students' practical experience. The integration of internships, workshops, or collaboration with translation agencies is therefore strongly recommended. Regarding socioeconomic factors, the results ($M = 3.90$, $SD = 1.003$) reveal an influence on academic success, marked by disparities associated with students' social

backgrounds. Students from less privileged backgrounds experience greater difficulty accessing educational resources, professional software, and networking opportunities.

The integration of digital tools ($M = 4.10$) was positively perceived, particularly CAT software, digital platforms, and machine translation, which enhance employability. The curriculum also plays a central role: regular revisions ($M = 4.10$) ensure its relevance to market requirements. Students prefer practical approaches such as projects, peer assessment, and immediate feedback ($M = 4.19$) rather than final examinations. To complement the quantitative data, interviews were conducted to explore the challenges encountered in implementing pedagogical approaches, as well as the effects of cultural and economic factors on FET learning. The responses were coded, and details are provided in the appendix.

Thematic Analysis of Factors Facilitating or Hindering Effective FET Pedagogy

The thematic analysis reveals a variety of institutional, pedagogical, technological, cultural, and socioeconomic obstacles affecting French-English translation pedagogy in Nigeria's South-South region. Three interviewees associated the lack of teaching materials with inadequate funding and infrastructure, while two others reported limited access to textbooks and practical materials,

forcing students to rely on the Internet, which was often unreliable. Three respondents also mentioned the lack of professional development for lecturers, as well as inadequate teaching materials. From a pedagogical perspective, three interviewees considered grammar instruction insufficient, while four criticized the overly theoretical nature of the curriculum imposed by the NUC, in which translation is not regarded as a specialization in its own right. The curriculum, considered outdated, incorporates translation courses into broader structures, thereby limiting their scope and preventing students from acquiring practical skills. This situation highlights the need for curriculum reform incorporating more applied learning.

From a technological perspective, four interviewees highlighted the lack of digital translation tools, particularly the absence of CAT software, which hinders the development of technical skills. Three others complained about frequent power outages and poor Internet connectivity, which make access to online learning and digital resources difficult.

From a sociocultural perspective, three lecturers noted that mother-tongue interference leads to translation errors, while two highlighted students' limited exposure to French outside the classroom.

Conversely, several factors facilitating more effective pedagogy were identified. Four respondents emphasized the importance of practical translation exercises based on authentic texts, while three recommended the use of role-play and interactive simulations. Finally, three interviewees advocated greater collaboration with industry professionals and curriculum updates to bridge the gap between academic training and market requirements.

These findings confirm that curriculum revision, strengthening institutional and technological resources, and integrating professional practices are essential for improving FET pedagogy in the region under study.

Discussion

Like previous studies, the present research demonstrates that institutional, cultural, and socioeconomic factors strongly influence translation pedagogy (Golonka et al., 2014;

Kramsch, 2019; Babayev, 2023; Usmanova et al., 2021). The findings establish that various challenges and facilitating factors affect the effectiveness of French-English translation pedagogy in universities in Nigeria's South-South region.

Institutional Barriers to Effective FET Pedagogy

The study shows that institutional support and resource availability determine the effectiveness of FET pedagogy in universities. However, the availability of adequate translation resources for example, books, digital tools, and translation software affects teaching quality.

Austermühl (2016) emphasized that a key element of successful learning is the availability of appropriate tools for learners. However, this study could not establish that all institutions in Nigeria's South-South region provide these resources. The qualitative data showed that the government does not fund all the materials required for French teaching; even when it does, there is no culture of maintenance within the universities. In this regard, Usmanova et al. (2021) found that translation education suffers from institutional neglect. Another finding of the study was that lecturers need to be properly trained in FET ($M = 4.35$, $SD = 0.847$). This is consistent with the findings of Kramsch (2019). Another major challenge reported was the lack of institutional support for lecturers. According to the interviewees, lecturers receive little institutional support and have to find materials and training opportunities on their own. This highlights the need for universities to provide funding for academic staff and teaching resources in order to improve FET pedagogy.

Cultural Factors in Translation Education

The findings showed that certain cultural factors hinder the pedagogical process of French translation. For example, the qualitative data revealed that mother-tongue interference constituted a major problem. The findings confirm those reported by Kramsch (2019), who showed that students who engage in cultural adaptation produce more accurate and appropriate translations.

Students tend to translate word-for-word from their mother tongue, which affects translation

quality. This inference is supported by Melby Lervåg and Lervåg (2014) and Khudaybergenova (2024), who argued that linguistic interference remains a persistent problem in bilingual education.

Another important finding is students' limited exposure to French outside the classroom. The thematic analysis revealed that students experience difficulties with comprehension and fluency because of minimal engagement with the French language in their everyday lives.

One interviewee asked: *"How are students exposed to the two languages? At home, do they have access to Francophone television stations?"* This study validates the view that cultural immersion is essential for language acquisition and translation competence (Khudaybergenova, 2024).

Socioeconomic Factors Affecting Translation Education

One of the themes that emerged was financial constraints. Financial circumstances affect students' learning of French translation, access to learning materials, and success in their studies. The findings are consistent with Babayev (2023), who noted that students from low-income backgrounds tend to lack funds for translation software and study materials. Some students experience financial limitations while others do not, as indicated by the relatively high standard deviation. Once again, the use of digital tools in translation education was perceived positively. This finding is generally consistent with the literature, which increasingly emphasizes technology in translation studies (Jiménez-Crespo, 2020). However, many interviewees considered technological limitations to be a major obstacle. Interviewee 9 (IAUE) stated: *"Since we use machine translation methods, power outages and lack of Internet are a major challenge in teaching machine translation."* The study supports previous research showing that inadequate technological infrastructure hinders digital learning (Unwin et al., 2010).

Pedagogical and Curriculum Challenges

The findings show that regular curriculum changes are necessary in order to meet industry

standards. In a similar finding, Pym (2010) argues that an outdated curriculum does not adequately prepare students for professional translation. The qualitative findings further emphasize this problem. The interviewees believe that translation is a profession and not simply a subject taught as part of a language course. Consequently, the curriculum must reflect this reality. Furthermore, students prefer translation projects and peer assessment to final examinations. However, interviewees reported that there is insufficient practical translation training in the curriculum. Thus, the findings suggest that experiential learning should be considered in curriculum restructuring.

Conclusion

This study concludes that the factors influencing the effectiveness of translation pedagogy in universities in Nigeria's South-South region reveal that the quality of translation teaching is largely determined by a complex interaction of institutional, material, and pedagogical factors.

While the growing importance of French in Nigeria's diplomatic and educational spheres underscores the significance of translation skills, the study found that most universities in the region lack the infrastructure, resources, and teacher training required for effective pedagogy.

Traditional teacher-centred lecture methods predominate and often neglect interactive approaches and technological strategies that are essential to modern translation practice. Large class sizes, outdated curricula, insufficient access to computer-assisted translation tools, and limited exposure to professional translation environments further compromise students' learning outcomes. Consequently, the study recommends urgent investment in infrastructure, professional development for lecturers, integration of ICT, and curriculum reforms adapted to the sociocultural realities of the region in order to improve the effectiveness of translation pedagogy and better prepare students for the demands of the professional world.

References

- Atabek, O. (2019). *Challenges in Integrating Technology into Education*. arXiv. <https://arxiv.org/abs/1904.06518>
- Bowker, L., & Barlow, M. (2020). *Translation technology in education*. John Benjamins.
- Bronfenbrenner, U., & Morris, P. A. (2006). The bioecological model of human development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology: Vol. 1. Theoretical models of human development* (6th ed., pp. 793–828). Wiley.
- Edugist. (2022). *From chalkboard to tablets: Challenges in Nigeria's digital education shift*.
- Ehrensberger-Dow, M., & Massey, G. (2019). Translation process research and the use of technologies in translator training. In L. Orlando (Ed.), *Traduction et technologies* (pp. 25–42). De Boeck.
- Gambier, Y., & van Doorslaer, L. (Eds.). (2016). *Border crossings: Translation studies and other disciplines*. John Benjamins.
- Hennessy, S., Harrison, D., & Wamakote, L. (2010). Teacher perspectives on integrating ICT into subject teaching: Commitment, constraints, caution, and change. *Itupale Online Journal of African Studies*, 2(1), 39–54.
- Hurtado Albir, A. (2015). *Teaching translation: Programs, competences, and evaluation*. John Benjamins.
- Jiménez-Crespo, M. A. (2020). *Translation and technology: A critical introduction*. Palgrave Macmillan.
- Jimoh, I. F., Mamman, J. S., & Ojo, A. E. (2022). *Challenges of Higher Institutions in Nigeria toward Digital Learning*.
- Kübler, N., & Volanschi, A. (2021). *Traduction spécialisée et outils numériques*. De Boeck Supérieur.
- Lee, J., & Tan, C. (2024). Unveiling educators' readiness to teach through digital media: The case of South Africa. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-024-12480-w>
- Mebitaghan, R. (2016). Indigenous knowledge systems and translation: M.A. translation and training needs for the translator trainer in Nigeria. *RILLA*, 1(7), 155–199.
- Modesta, E. et al. (2021). *Assessment benchmarks for online learning in Nigerian universities*.
- Nkuyubwatsi, B., & Oduor, J. (2023). Modern technology adoption and professional development of lecturers in Sub-Saharan Africa. *International Journal of Educational Development*, 92, 102615. <https://doi.org/10.1016/j.ijedudev.2023.102615>
- Ogunbodede, K. F., et al. (2023). Digital competencies of university teachers in Nigeria. *European Journal of Interactive Multimedia and Education*.
- Ogunlana, R. (2019). The integration of ICT in translation teaching in Nigerian universities: Problems and prospects. *Journal of Language and Translation Studies*, 5(2), 45–58.
- Okegist. (2022). *ICT resistance and pedagogy among Nigerian university staff*.
- Pym, A. (2010). *Exploring translation theories*. Routledge.
- Salimi, F. (2025). Aligning policy and practice: The World Bank's approach to EdTech in Sub-Saharan Africa. *Oxford Review of Education*, 51(1), 66–84. <https://doi.org/10.1080/03054985.2025.1000000>
- Shuaibu, G., & Mebitaghan, R. (2024). Pédagogie de la traduction français-anglais et performance des étudiants dans six universités sélectionnées du Sud-Sud du Nigéria. *Journal for Translation Studies in Nigeria*, 3, 24–37.
- Tulinayo, F., Ssentume, P., & Najjuma, R. (2018). Digital technologies in resource-constrained higher education institutions: A study on students' acceptance and usability. *International Journal of Educational Technology in Higher Education*, 15, 36. <https://doi.org/10.1186/s41239-018-0117-y>
- Unwin, T., Kleessen, B., Hollow, D., Williams, J. B., Oloo, L. M., Alwala, J., Mutimucuo, I., Eduardo, F., & Muianga, X. (2010). Digital learning management systems in Africa: Myths and realities. *Open Learning: The Journal of Open, Distance and e-Learning*, 25(1), 5–23.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

Appendix

Thematic Analysis of Factors Facilitating or Hindering Effective French-English Translation (FET) Pedagogy

Thème	Code	Interviewees (Exact Statements)
Institutional Barriers	Lack of Funding and Infrastructure	Interviewee 4 (DELSU): <i>"The challenges are numerous. For example, this is a state public university, and the government does not fund all the materials we need for teaching French. Even when it does, the university does not have a maintenance culture for maintaining these facilities."</i> Interviewee 7 (UNIUYO): <i>"There are neither materials nor encouragement. People think that as soon as you speak French, you are already capable of translating, forgetting that translation is another field, different from language."</i> Interviewee 11 (IAUE): <i>"Power outages and lack of Internet constitute a major challenge in teaching machine translation."</i>
	Inadequate Teaching Materials and Textbooks	Interviewee 2 (DELSU): <i>"Nowadays, study resources are limited or unavailable. Most students do not have access to textbooks. So, when they are given assignments or classroom exercises, they use their phones and want to go on the Internet. There is a lack of resources, concrete materials, and practical textbooks."</i> Interviewee 10 (IAUE): <i>"If, for example, magazines were available in the library, students would have easy access to them. It is not only about textbooks, but also magazines that could immediately arouse their interest."</i> Interviewee 16 (UNIBEN): <i>"The resources provided are insufficient. More recent textbooks in the field of translation should be made available."</i>
	Insufficient Institutional Support for Lecturers	Interviewee 2 (DELSU): <i>"Unfortunately, we do not have it. There is no institutional support; we have to manage on our own to obtain them."</i> Interviewee 4 (DELSU): <i>"At one time, the school provided grants to lecturers to attend conferences and seminars. The knowledge gained from these events contributes greatly to improving lecturers' teaching."</i> Interviewee 3 (AAU): <i>"With regard to resources and institutional support, I would say unequivocally that there is still a lot to be done in this area. We have insufficient access to technology and very limited institutional support. If these elements were put in place, they would considerably improve my ability to teach translation effectively."</i>

Pedagogical and Curriculum Challenges	Insufficient Grammar Instruction	Interviewee 2 (DELSU): <i>“Grammar is not so mething you do once a week. I did not learn grammar that way. The grammar I learned was taught daily and involved repeated exercises.”</i> Interviewee 16 (UNIBEN): <i>“How can we explain that, from Monday to Friday, students have only one grammar class for just two hours? It makes no sense. Grammar is the key, the foundation of every language. If you do not understand singular and plural, masculine and feminine, sentence structure, and grammatical rules, then the language becomes incoherent.”</i> Interviewee 7 (UNIUYO): <i>“If students are to master translation, they must first master the grammar of both languages. Unfortunately, many of them do not have a solid foundation in grammar, which makes translation difficult.”</i>
	Deficient/Outdated Curriculum and Lack of Translation Specialization	Interviewee 3 (AAU): <i>“What we are doing is not translation as a practice. It is simply that, in language learning, one needs to know how to move from one language to another. When you teach French, you have to deal with movement from French into another language as part of the course. But if we are talking about a curriculum reorientation, then we are truly moving towards translation as a practice.”</i> Interviewee 4: <i>“There is no awareness of the fact that translation is a professional programme. If I were to influence the translation curriculum in Nigeria, and not only in the South-South, there would be a reorientation and a better understanding of what translation is today. It is not merely a component of a language course; it is a field in its own right, a profession.”</i> Interviewee 10 (IAUE): <i>“The NUC has structured it in such a way that translation is only a two-unit course, which makes it difficult to cover all the essential aspects of translation studies. The curriculum does not promote practical translation training but places greater emphasis on theory.”</i> Interviewee 17 (DELSU): <i>“The NUC CCMAS is also deficient. The time allocated to grammar courses is insufficient, only two hours for the entire week, whereas translation studies require a good mastery of both languages being studied.”</i>

Technological Limitations	Absence of Digital Translation Tools	Interviewee 1 (DELSU): <i>"For effective teaching, we need language software to analyse texts, but we do not have access to these tools."</i> Interviewee 9 (IAUE): <i>"Since we use machine translation methods, power outages and lack of Internet access constitute a major challenge in teaching machine translation."</i> Interviewee 10 (IAUE): <i>"There is no specific assistance for teaching translation. This lack of institutional support represents a significant challenge because the same resource constraints also affect other areas of study."</i>
	Unstable Access to Electricity and the Internet	Interviewee 11 (IAUE): <i>"We have a translation laboratory here, but most of the time we do not use it because of the lack of basic infrastructure, such as unreliable electricity and Internet facilities that are not easily accessible."</i> Interviewee 17 (DELSU): <i>"Unfortunately, we do not have it. There is no institutional support; we have to manage on our own to obtain them."</i> Interviewee 14 (UNICAL): <i>"Yes, when we talk about resources and institutional support, we know that this has always been a challenge. Most of the time, we come to class and want to connect to the university's ICT services, but there may be no network or electricity."</i>

Cultural and Socioeconomic Barriers	Mother-Tongue Interference in Translation	Interviewee 4 (AAU): <i>"Oh, it is very simple; we always have mother-tongue interference. In addition, as students, they tend to adopt a common way of translating, which consists of translating word-for-word according to the way something is expressed in their mother tongue."</i> Interviewee 12 (UNIUYO): <i>"We observe this on both sides because, in the way we conceptualize things, we hear some students say orally 'société, société'—yes, phonetic interference from 'société'. These interferences exist because they find something similar in their L1, and when they transfer it into their L2, the interference persists, including at the phonological level. It also occurs in writing."</i> Interviewee 15 (UNIBEN): <i>"In writing, apart from spelling and grammatical structures, I have students who, when they have to use the present continuous in English, try to transfer it directly into French—for example, 'I am eating'. We then have to explain to them that in translation, one does not translate word-for-word but according to meaning, and that French does not have a present continuous."</i> Interviewee 16 (UNIBEN): <i>"Fortunately, most of our students have English as their mother tongue, so the main interference in translation comes from English. If they learn the two languages in parallel, I think this will facilitate teaching and learning."</i>
	Limited Exposure to French Outside the Classroom	Interviewee 8 (UNIUYO): <i>"It depends on the context from which the students come. You know, how exposed are they to these two languages? At home, do they have a television that provides access to Francophone channels?"</i> Interviewee 9 (IAUE): <i>"If we listen regularly to programmes in French, it makes a difference. Because the level of exposure to the language determines what you can produce in the target language."</i> Interviewee 17 (DELSU): <i>"Each of them should have a specific means. Either they listen to radio programmes, or they watch videos, or they read books/magazines. And that is what keeps them here."</i>

Factors Facilitating Effective Pedagogy	Practical and Real-World Translation Exercises	Interviewee 3 (AAU): <i>"It is simply a matter of exposing them to real-life tasks, helping them develop their ability to communicate effectively in the target language, and encouraging them to use technology to support language learning and translation."</i> Interviewee 4 (AAU): <i>"I would say that I use a progressive pedagogical approach in which I observe and measure their progress in translation. It is a practical activity. I allow the students to work on their own. It is a learner-centred approach; I only guide them."</i> Interviewee 14 (UNICAL): <i>"Learning is a gradual process. It is not as if I expect them to understand everything in one day—no! I make them progress step by step."</i> Interviewee 9 (IAUE): <i>"We involve them in translation tasks drawn from real life. The more they practise with authentic texts, the better their skills will become."</i>
	Role-Play and Interactive Learning	Interviewee 7 (UNIUYO): <i>"I use playful activities in class, such as role-play, reformulation, and explanations, because students need to understand certain elements during translation."</i> Interviewee 6 (UNIBEN): <i>"The best method is role-play, where students are active. They try to explain things to one another and carry out basic translations such as 'Bonjour, ça va ?' → 'How are you?' or 'How are you doing?' Role-play is therefore more effective."</i> Interviewee 3 (AAU): <i>"I place students at the centre of learning, where I play the role of a guide; I direct and support them while allowing them to do the work themselves."</i>
	Greater Industry Collaboration and Curriculum Updates	Interviewee 3 (AAU): <i>"I think early exposure to translation courses and the integration of a stronger curriculum, including collaboration with industry professionals, could also improve translation pedagogy."</i> Interviewee 10 (IAUE): <i>"In addition, integrating practical sessions and workshops conducted by professionals would strengthen students' learning."</i> Interviewee 11 (IAUE): <i>"If we invite professionals in the field to teach some courses or supervise students, they will gain a better understanding of the real challenges of translation."</i>