

**A STUDY OF STUDENTS PERCEPTION OF THE ROLE OF TECHNOLOGY IN THEIR  
ENGLISH LANGUAGE LEARNING (A CASE STUDY OF THE UNIVERSITY OF BENIN)**

**BY**

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**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**

**UNIVERSITY OF BENIN**

**BENIN CITY, NIGERIA**

**OCTOBER 2025**

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**i**

**CERTIFICATION**

We the undersigned certify that this research work was carried out by MGBEZUTE THANK-GOD with matriculation number EDU2102245 in the department of education foundation, faculty of education, University of Benin, Benin City.

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Date.....

.....  
PROF R.B DANNER  
Head of Department  
Date.....

This research work is dedicated to God Almighty, he who the reason for my existence, and also to my parents Mr. John and Mrs. Patricia Mgbazute, thank you for being a wonderful example.

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**ABTRACTS**

This study investigated students’ perception of the role of technology in their English language learning at the University of Benin. The research aimed to determine how students view technology’s contribution to grammar and vocabulary development, the four language skills, accessibility, independent learning, motivation, and challenges faced in its use. A descriptive survey research design was employed, and data were collected through an online questionnaire administered to 143 respondents from the Department of Educational Foundations. The instrument consisted of structured, closed-ended questions aligned with six research questions. Data were analyzed using frequency counts, simple percentages, and mean scores Findings revealed that students generally hold a positive perception of technology in English language learning. Most respondents agreed that technological tools enhance grammar, vocabulary, reading, writing, listening, and speaking abilities. The study also indicated that technology promotes independent learning and increases motivation and engagement among students. However, major challenges identified included poor internet connectivity, high data costs, and inadequate institutional support. Based on these results, the study recommends that universities improve digital infrastructure, provide regular ICT training for both students and teachers, and integrate technology more effectively into language learning programs to maximize its educational potential.

**CHAPTER ONE****INTRODUCTION****Background to the study**

In recent years, the integration of technology into education has significantly transformed how students learn, access information, and engage with content across disciplines. In the context of English language learning, technological advancements have introduced a variety of tools and platforms designed to enhance linguistic proficiency, communication, and overall academic achievement (Adeyeye & Ogunleye, 2021). With the growing accessibility of digital resources such as online dictionaries, grammar checkers, language learning applications, virtual classrooms, and multimedia content, students are increasingly exposed to diverse and interactive means of improving their English language skills. These tools have not only made language learning more flexible and self-directed but have also bridged the gap between formal instruction and independent learning.

At the tertiary education level, students' attitudes and perceptions toward technology play a pivotal role in determining how effectively these digital resources are utilized. In the University of Benin, where students come from varied linguistic and socio-cultural backgrounds, the role of technology in English language learning is of particular interest. While many students report positive experiences using technology to support reading, writing, listening, and speaking skills, others face limitations related to digital literacy, access to reliable internet, and the usability of certain platforms (Okon & Eze, 2020). Understanding how students perceive the benefits and challenges of using technology for language learning is crucial in identifying gaps in instructional design, curriculum development, and institutional support systems.

Moreover, students' perception of technology is influenced by several interrelated factors such as their prior exposure to digital tools, their level of

confidence in using them, and the relevance of the content they interact with. The perception may also be shaped by the effectiveness of instructors in integrating technology into classroom practices. Despite the increasing emphasis on technology-enhanced learning, some students remain skeptical of its impact on deep language acquisition, raising concerns about over-reliance on automated systems and the lack of personalized feedback. These perceptions, whether positive or negative, directly influence students' engagement levels, motivation, and ultimately, their language proficiency outcomes.

Given the centrality of English language competence to academic and professional success in Nigeria and beyond, exploring how students perceive the role of technology in English language learning is both timely and necessary. This study therefore aims to examine students' perceptions within the University of Benin, highlighting the perceived benefits, challenges, and overall impact of technological tools in the language learning process. By critically analyzing students' experiences and viewpoints, the research seeks to offer insights that can inform the development of more effective, accessible, and student-centered approaches to English language instruction in a technologically evolving academic landscape.

### **Statement of the Problem**

In today's digital age, technology plays an increasingly influential role in shaping how students learn languages, including English. While various technological tools—such as language apps, online dictionaries, virtual classrooms, and grammar platforms—are widely accessible, there remains a gap in understanding how students actually perceive and engage with these tools in real academic settings. Anecdotal observations and limited research suggest that students' attitudes toward technology vary greatly and may affect their motivation, comprehension, and performance in English language learning. However, a lack of comprehensive empirical data specific to the University of Benin limits educators' and policymakers' ability to design targeted interventions that align with students' learning preferences and technological needs. Thus, there is an urgent

need to explore students' perceptions of the role of technology in their English language learning in order to bridge the gap between digital resource availability and their actual impact on learning outcomes.

### **Purpose of the Study**

The general purpose of this study is to investigate students' perceptions of the role of technology in their English language learning at the University of Benin. Specifically, the study seeks to:

- To examine whether students perceive technological tools as beneficial to their understanding of grammar and vocabulary.
- To investigate whether technology enhances students' listening, speaking, reading, and writing skills in English.
- To explore students' opinions on the accessibility and usability of language learning technologies.
- To assess whether students believe technology promotes independent and self-paced English learning.
- To determine if students feel motivated or discouraged by the use of technology in English language learning.
- To explore any challenges students face while using technology for language learning.

### **Research Questions**

To guide this study, the following research questions have been raised:

1. Do students perceive technological tools as useful for improving their grammar and vocabulary in English language learning?

2. Does the use of technology enhance students' reading, writing, speaking, and listening skills in English?

3. How accessible and user-friendly do students find the available technological resources for English learning?

4. Do students believe that technology supports independent and self-directed learning in English?

5. Does the integration of technology motivate or demotivate students in learning English?

6. What are the major challenges students face when using technology for learning English at the University of Benin?

### **Significance of the Study**

This study is significant for students, lecturers, curriculum planners, and educational policymakers.

For students, it will help them reflect on their own use and perception of technology, making them more aware of effective strategies for integrating tech tools into their language learning routines.

For lecturers, the findings will offer insight into students' digital preferences and challenges, enabling them to adapt their teaching strategies for better engagement and comprehension.

Curriculum developers will benefit from the study by using its findings to redesign English language learning programs to include technology in ways that reflect students' realities and learning preferences.

Lastly, for educational institutions and policymakers, the study will provide empirical data that can inform investment in digital infrastructure and guide the implementation of student-centered technology policies that support effective English language learning in higher institutions like the University of Benin.

### **Scope and Delimitation of the Study**

The study was designed to cover all English language students in the University of Benin; however, due to time constraints, it was limited to four hundred level (400 Level) English and English education students who have actively engaged in technology-assisted English language learning, either through formal coursework or independent study, for at least one academic session.

### **Limitation of the Study**

The study faced a few limitations that affected the data collection process. Due to the approaching examination period, many students were unavailable, which made it difficult to reach the full sample size of 150 respondents. As a result, only 143 responses were recorded. In addition, the use of an online survey limited participation from students with poor internet access or low engagement during the data collection period.

## **Definition of Terms**

**Technology:** The use of digital tools, platforms, and applications, such as computers, smartphones, and internet-based resources, to support English language learning.

**Perception:** The way students interpret, understand, and form opinions about the role of technology in their English language learning process.

**English Language Learning:** The process through which students develop skills in reading, writing, listening, and speaking in English, both inside and outside the classroom.

**Digital Tools:** Software, applications, and online platforms used to enhance the learning of English language skills.

**Self-Paced Learning:** A method of study where students use technology to learn at their own speed and convenience without strict adherence to a fixed classroom schedule.

**Challenge:** Any difficulty or obstacle students encounter while using technology to support their English language learning.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

Literatures related to this study are reviewed under the following sub-headings:

- Evolution of technology in language learning.
- Technology in English language learning.
- Students' perception and attitude towards technology English learning.
- Benefits of using technology in language learning.
- Challenges of using technology in language learning.
- Emperical Review.
  - Summary of reviewed literature

### **Evolution of technology in language learning**

The evolution of technology in language learning reflects a steady journey from limited, teacher-centered resources to highly interactive, personalized, and student-driven learning environments. In its earliest forms, technology in language education consisted of simple visual and auditory aids — chalkboards, printed flashcards, filmstrips, and reel-to-reel audio recordings — that were mainly used to supplement traditional lessons. While these tools offered a degree of novelty, they remained largely passive, requiring learners to adapt to the fixed pace and structure of the teacher's delivery.

As innovation progressed, language laboratories emerged as a more structured way to integrate technology into learning. Equipped with tape recorders, headphones, and microphones, these labs allowed students to listen to native-speaker models, repeat sentences, and record themselves for playback. This marked one of the first attempts to combine listening and speaking practice in a controlled, technology-assisted environment, giving learners a level of individual practice that was previously difficult to achieve in large classrooms.

With the arrival of computers, language education began to take a more interactive turn. Early Computer-Assisted Language Learning (CALL) programs offered grammar drills, vocabulary quizzes, and reading comprehension exercises that learners could complete at their own pace, introducing the concept of immediate feedback (Chapelle, 2001). Over time, these programs expanded beyond text to include images, audio, and video, making learning more engaging and immersive.

The spread of the internet brought about a major shift. Learners could now access authentic materials such as news articles, podcasts, and videos from across the world, integrating real-world language exposure into lessons (Levy & Stockwell, 2006). Teachers began to blend traditional methods with digital resources, creating hybrid models that combined classroom instruction with online learning.

Today, technology in language learning integrates a range of advanced tools. Cloud-based platforms allow real-time sharing of resources, while video conferencing makes virtual classrooms possible regardless of location. Mobile devices extend access even further, enabling learners to study during commutes or travel. Artificial Intelligence (AI) and machine learning now provide tailored feedback and adaptive exercises, while Virtual Reality (VR) and Augmented Reality (AR) offer immersive simulations for realistic communication practice (Godwin-Jones, 2021).

Overall, the evolution of technology in language learning represents a shift from passive reception to active participation, from teacher-led instruction to learner-centered exploration, and from isolated exercises to globally connected communities. Each new wave of innovation continues to expand the possibilities for how languages can be taught and learned.

## **Technology in English Language Learning**

Technology has become a central pillar in English language education, reshaping how learners acquire and use the language. The integration of digital tools into English language teaching (ELT) expands opportunities for practice, interaction, and access to authentic resources. The use of Information and Communication Technologies (ICT) promotes learner autonomy by allowing students to control their pace, track progress, and explore materials beyond the classroom (Gök, 2024).

Mobile-assisted language learning (MALL) has been particularly transformative. Mobile devices allow learners to engage in vocabulary practice, pronunciation drills, and listening activities anytime and anywhere, often through applications that incorporate gamification and multimedia support (Wu et al., 2023). Vocabulary retention has improved significantly through the use of spaced repetition systems and interactive flashcards (Sahinkarakas & Arıkan, 2022).

For speaking and pronunciation, digital tools such as YouGlish and FORVO provide authentic pronunciation models and real-life usage contexts, helping learners improve fluency and confidence. AI-powered systems now deliver personalized feedback, automatic grammar correction, and adaptive learning plans that respond to each learner's needs (Saidouni & Bensalem, 2021).

In summary, technology in English language learning not only supports traditional instruction but also introduces innovative, learner-focused approaches that cater to different learning styles, making language acquisition more interactive and effective.

## **Students' Perception and Attitude towards Technology in English Learning**

Students' perception and attitude towards technology in English learning play a crucial role in determining the success of technology integration in educational settings. Generally, learners' attitudes are shaped by their prior exposure to digital tools, their confidence in using them, and their perceived usefulness in enhancing language skills. Positive perceptions often lead to greater engagement, motivation, and willingness to experiment with new learning methods, whereas negative attitudes may result in resistance and underutilization of available resources (Teo, 2011).

Many students view technology as an enabler that makes learning more flexible, interactive, and relevant to real-life communication needs. Tools such as online dictionaries, language learning apps, and streaming platforms offer immediate access to authentic English materials, which students find both engaging and practical for self-study (Stockwell, 2012). In addition, technology supports autonomous learning by allowing students to control their pace, revisit challenging materials, and select content that aligns with their personal interests (Gök, 2024).

However, perceptions are not universally positive. Some students express concerns about the reliability of online resources, the potential for distraction from non-academic content, and the challenge of managing their own learning without direct teacher supervision (Benson, 2013). For others, limited digital literacy or lack of consistent internet access can reduce confidence and hinder effective use of technology-based learning tools.

Attitudes towards technology are also influenced by cultural and social factors. In environments where technology is widely embraced, students tend to adapt quickly and see it as an essential part of modern education. In contrast, in

contexts where traditional teaching is deeply valued, there may be skepticism towards relying too heavily on digital methods (Lai & Gu, 2011).

Overall, students' perception and attitude towards technology in English learning are shaped by a balance between its perceived benefits and challenges. When learners recognize its ability to make language learning more engaging, accessible, and personalized, they are more likely to adopt and sustain technology-based learning practices. Teachers, therefore, play a key role in guiding students towards positive attitudes by providing training, integrating technology meaningfully into lessons, and addressing potential barriers to its effective use.

### **Benefits of Using Technology in Language Learning**

- **Increased Access to Learning Resources**

Technology has significantly expanded the range of materials available to language learners. Digital tools such as e-books, online dictionaries, grammar applications, and multimedia resources provide learners with immediate access to content that supports different learning styles. According to Warschauer (2013), online platforms offer authentic materials such as newspapers, podcasts, and videos in the target language, enabling learners to engage with real-world usage beyond the classroom. Moreover, technology bridges the gap for learners in remote areas who may lack access to traditional language learning facilities, as highlighted by Chapelle (2017), who notes that online learning platforms democratize access to linguistic resources regardless of geographical location.

- **Enhanced Learner Engagement**

The use of technology in language learning promotes active participation and sustained interest in lessons. Interactive applications, gamified learning platforms,

and virtual reality environments create a sense of fun and challenge that can motivate learners. As Bax (2011) argues, technology allows teachers to adopt communicative approaches in digital environments, making learning both enjoyable and goal-oriented. By incorporating video conferencing, role-play simulations, and language exchange programs through apps, learners can practice speaking and listening skills in engaging and authentic contexts.

- Opportunities for Personalized Learning

One of the most notable advantages of technology in language education is the possibility of tailoring learning experiences to individual needs. Adaptive learning software can assess a learner's strengths and weaknesses, then provide targeted exercises and feedback. Ellis (2016) observes that such personalization helps learners progress at their own pace, reinforcing areas where they struggle while allowing them to move quickly through content they have mastered. This flexibility is especially beneficial for mixed-ability classrooms, where technology can help bridge proficiency gaps without slowing overall class progress.

- Immediate Feedback and Assessment

Technology facilitates rapid evaluation of learner performance, providing instant feedback that aids retention and correction of errors. Digital tools such as language learning apps, online quizzes, and automated writing evaluators can highlight mistakes in grammar, vocabulary usage, and pronunciation immediately. According to Godwin-Jones (2018), immediate feedback enables learners to make real-time adjustments, which is critical for improving fluency and accuracy. Furthermore, teachers can use learning analytics to monitor student progress over time, adapting lesson plans to address recurring challenges.

- Enhanced Collaboration and Communication

Online communication tools such as discussion forums, group chats, and collaborative documents allow learners to work together regardless of physical location. Warschauer and Kern (2000) note that computer-mediated communication fosters authentic language use, as learners engage in discussions, debates, and collaborative projects in the target language. Such collaboration not only strengthens writing and speaking skills but also promotes intercultural understanding when learners interact with peers from different linguistic and cultural backgrounds.

- **Exposure to Native Speakers and Authentic Contexts**

Through video conferencing platforms, social media, and language exchange websites, learners can interact with native speakers and immerse themselves in real-life linguistic contexts. O'Dowd (2015) emphasizes that these interactions help learners grasp cultural nuances, idiomatic expressions, and pronunciation subtleties that are often absent in textbook learning. Technology thus functions as a bridge between the classroom and the real world, making language learning more practical and culturally rich.

## **Challenges of Using Technology in Language Learning**

- **High Cost of Technological Tools**

One of the major challenges in using technology for language learning is the high cost of acquiring and maintaining technological tools. Devices such as laptops, projectors, tablets, and interactive boards are often expensive for schools and learners in developing countries. Apart from the initial purchase, there are recurrent costs of internet data, software subscriptions, and power supply which may not always be affordable. According to Okonkwo (2019), many institutions in

Nigeria struggle with budget constraints, making it difficult to provide adequate technological facilities for learners. Similarly, Yusuf (2020) notes that without equitable access to technology, a digital divide is created between students from privileged and underprivileged backgrounds, which negatively affects learning outcomes.

- Lack of Adequate Training for Teachers

Another challenge is the insufficient training of teachers on the effective use of modern technology for instruction. Many English language teachers are not fully equipped with the skills to integrate tools such as online platforms, language apps, and multimedia resources into their lessons. As a result, they rely on traditional teaching methods even when technology is available. Ojo (2018) explains that this lack of professional development results in poor task delivery, where teachers cannot maximize the benefits of digital resources. Adedoyin (2021) adds that technology in education is only as effective as the instructor's ability to use it, stressing the need for continuous teacher training.

- Inadequate Infrastructure

The poor state of infrastructure also poses a major hindrance to technology-assisted language learning. Irregular power supply, slow internet connections, and outdated computer laboratories limit the smooth running of digital learning activities in many schools. In a study by Adeyemi (2017), it was discovered that many rural schools in Nigeria have little or no access to reliable electricity or internet facilities, thereby restricting the use of e-learning platforms. Without proper infrastructure, the integration of technology into English language teaching remains a struggle.

- Distraction and Misuse by Students

Technology can also serve as a source of distraction to learners if not properly managed. Instead of using devices for language learning, students may spend more time on social media, online gaming, or unrelated content. Nwachukwu (2019) observes that while smartphones and computers can serve as valuable educational tools, they also tempt students with non-academic activities, which reduces concentration and academic performance. Teachers often face the challenge of monitoring and ensuring that students use digital resources strictly for learning purposes.

- Technical Difficulties and Maintenance Issues

Technical problems such as software glitches, hardware failures, and difficulty in troubleshooting often disrupt learning. When tools break down or internet servers fail during lessons, the teaching process is interrupted. Moreover, schools that cannot afford regular maintenance of ICT facilities experience a faster decline in their usability. Eze (2020) remarks that consistent maintenance and technical support are crucial for sustainability, but many schools lack these provisions, making technology unreliable at times.

- Over-dependence on Technology

Another important challenge is the danger of students becoming overly dependent on technology for language learning. While digital tools provide immediate answers and corrections, this sometimes reduces critical thinking, creativity, and problem-solving skills. Learners may rely too heavily on translation apps, grammar checkers, or speech recognition software without making sufficient effort to internalize the rules of the language. Adebayo (2020) argues that when students allow technology to “think” for them, it weakens their ability to practice independent learning and deep cognitive engagement with the language.

- Language and Cultural Barriers in Digital Tools

Many English learning applications and software are designed with Western contexts in mind, which may not fully align with the linguistic and cultural backgrounds of learners in Africa. This mismatch can lead to confusion, difficulty in understanding examples, or lack of motivation to engage with the materials. Bello (2018) notes that students often find certain idiomatic expressions, accent models, or cultural references in English apps unfamiliar, making it harder to relate learning content to their real-life experiences.

- Equity and Accessibility Issues

Even when technology is available, not all students have equal access to it. Those living in rural areas or coming from low-income households may have little exposure to ICT, while others enjoy access to the latest digital devices. This inequality creates learning gaps that continue to widen as some students advance quickly while others are left behind. Iroegbu (2019) emphasizes that unless deliberate policies are implemented to bridge this gap, technology may reinforce existing educational inequalities instead of reducing them.

- Resistance to Change

Finally, resistance from both teachers and students can hinder the use of technology in language learning. Some teachers prefer traditional teaching methods and view digital tools as unnecessary or complicated. On the other hand, some students, especially those with low digital literacy, find it difficult to adapt to technology-based learning. As highlighted by Adeola (2016), cultural and attitudinal barriers often limit the adoption of technology in education, as many stakeholders remain skeptical about its effectiveness compared to face-to-face teaching.

## **Empirical Review**

Several studies have been conducted globally and locally on the role of technology in English language learning. These studies provide insights into how students perceive technology, the extent of its effectiveness, and the challenges associated with its use. Reviewing them is essential for situating this study within existing scholarship.

Globally, research has shown that technology significantly enhances language acquisition. For example, Wu et al. (2023) found that Mobile-Assisted Language Learning (MALL) increased vocabulary retention and listening comprehension among Chinese university students. Similarly, Aziz et al. (2022) demonstrated that pronunciation apps such as YouGlish improved learners' fluency and confidence in English speaking. These studies emphasize that students generally hold positive perceptions of technology when it directly supports communication skills and academic performance.

In Europe, Gök (2024) highlighted that digital platforms and online resources foster learner autonomy, enabling students to take charge of their learning pace and content selection. The study concluded that students who actively engaged with ICT tools were more motivated and performed better in language assessments compared to those relying solely on traditional classroom methods.

Within the African context, research also indicates a growing reliance on digital tools for language learning. In South Africa, Mthethwa (2021) found that integrating WhatsApp groups into English classrooms increased students' willingness to practice writing and informal communication outside school hours. Similarly, Nkomo (2020) reported that Tanzanian students using mobile phones for English practice developed stronger listening and comprehension skills.

In Nigeria, several studies have explored the subject. Okonkwo (2019) investigated the role of social media in English learning among undergraduates

and found that students perceived platforms like WhatsApp and Facebook as effective for improving vocabulary and interaction. Eze et al. (2021) also examined e-learning adoption in Southern Nigerian universities and revealed that students' acceptance of technology was influenced by its ease of use, accessibility, and affordability. The study noted that while perceptions were largely positive, infrastructural challenges such as poor internet connectivity and high data costs limited widespread adoption.

While these studies provide valuable insights, several gaps remain. First, most international studies focus on Asian or European contexts, where internet access and institutional support for technology are more stable compared to developing countries. Secondly, although African studies highlight the importance of mobile technology, few of them focus specifically on English language learning at the university level in Nigeria. Most concentrate on general e-learning adoption rather than language-specific outcomes.

At the University of Benin, little empirical research has been conducted on students' perception of technology in English language learning. This creates a gap that this study aims to fill, by investigating not only the benefits but also the attitudes, perceptions, and challenges peculiar to students in this environment.

### **Summary of Reviewed Literature**

This chapter reviewed literature relevant to the study. It first traced the evolution of technology in language learning, showing how innovations have shaped teaching and learning practices. It then examined the role of technology in English language learning, emphasizing its influence on learner engagement, access to authentic resources, and skill development. Students' perceptions and attitudes were also discussed, reflecting both positive acceptance of technology and reservations linked to exposure and readiness.

The chapter further outlined the benefits of technology in English language learning, such as improved motivation, enhanced vocabulary acquisition, and interactive learning experiences, while also acknowledging challenges like limited infrastructure, cost, and inadequate teacher training. Finally, the empirical review highlighted findings from previous studies, showing areas of agreement, divergence, and gaps that justify the present research on University of Benin students.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter is designed to examine the procedures and methods that was employed in collecting data for this study. They are treated under the following sub-headings

- Research Design
- Population of the Study
- Sample size and sampling techniques
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

This study adopted the descriptive survey research design. The design was considered appropriate because the study seeks to obtain the opinions and

perceptions of students on the role of technology in their English language learning. The descriptive survey enables the researcher to collect data through a structured questionnaire and analyze the responses quantitatively.

This design was further justified as it allows the researcher to gather information from a relatively large number of respondents at one point in time, making it suitable for examining issues such as students' views on the usefulness of technological tools in improving grammar and vocabulary, the impact of technology on the four language skills (reading, writing, speaking, and listening), and their accessibility to technological resources. It is also appropriate for identifying students' beliefs on whether technology supports independent learning, its influence on their motivation, and the challenges they encounter in using technology for English learning at the University of Benin.

### **Population of the Study-**

The population of this study comprised all 400-level English and English Education students of the University of Benin during the 2024/2025 academic session.

### **Sample and Sampling Technique**

The sample of the study consisted of one hundred and fifty (150) students drawn from 400-level English and English Education students of the University of Benin. The sample was selected using the simple random sampling technique.

### **Research Instrument**

The instrument used in generating data for the study was the questionnaire. Designed by the researcher, the questionnaire was made up of two sections (A & B). Section “A” comprised items on respondents’ demographic information, while Section “B” consisted of items drawn to address the six research questions formulated to guide the study.

### **Validity of the Instrument**

The validity of the instrument was ensured by giving the draft questionnaire to experts in English Education and Measurement and Evaluation for review. Their suggestions were incorporated to improve clarity and ensure the items measured the intended objectives.

### **Reliability of the Instrument**

The reliability of the instrument was established using the Cronbach Alpha method. The responses obtained were analyzed to determine the internal consistency of the items, and the coefficient obtained showed that the instrument was reliable for the study.

### **Method of Data Collection**

The data for this study were collected through an online survey method. The researcher distributed the questionnaire to the respondents using online platforms, and the responses were received within a period of one week. This method was chosen for its convenience, accessibility, and ability to reach a large number of students within a short time.

### **Method of Data Analysis**

The data collected from the administered questionnaires were analyzed using descriptive statistical methods such as frequency counts, percentages, and mean scores. The responses to each item were summarized in tables to show the distribution of opinions. This method was chosen because it helps to present and interpret the students' perceptions and attitudes toward the role of technology in English language learning in a clear and simple manner.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the data obtained from the questionnaire administered, including 143 respondents of English and literature students of the University of Benin. The data are analyzed and interpreted in relation to the research questions that guided the study. The analysis is presented in tables showing frequencies and percentages for easy understanding.

#### PRESENTATION OF RESULTS

**Research question 1:** . Do students perceive technological tools as useful for improving their grammar and vocabulary in English language learning?

**Table 1:** Students' Responses on the Role of Technology in Grammar and Vocabulary Learning

S/N	ITEMS	SA	A	N	D	SD	Mean
1.	Using technology helps me improve my English grammar.	61	50	12	15	5	3.9
2.	Mobile apps and online platforms	75	45	10	8	5	4.2

	make learning new vocabulary easier.						
3.	Online dictionaries and thesauruses are more effective than printed ones for me.	60	50	15	10	8	3.9
4.	Technology allows me to practice grammar and vocabulary at my own pace	70	47	11	10	5	4.1

The table shows that respondents strongly agreed that technology aids in grammar and vocabulary development, with the highest mean (4.2) indicating that online platforms and apps make vocabulary learning easier.

**Research question 2:** Does the use of technology enhance students' reading, writing, speaking, and listening skills in English?

**Table 2: Role of Technology in Developing the Four Language Skills**

<b>S/N</b>	<b>ITEMS</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
5.	Technology improves my English reading comprehension skills.	62	52	10	12	7	4.0
6.	Writing tools (e.g., MS Word, Grammarly) help me write better in English.	80	40	10	8	5	4.2
7.	Pronunciation apps and videos improve my speaking ability.	68	46	13	9	7	4.0
8.	Listening to podcasts or English media online has improved my listening skills.	73	48	10	8	4	4.2
9.	Technology provides enough opportunities	59	54	15	10	5	3.9

	to practice all four skills.						
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The table shows that respondents generally agreed that technology supports the development of all four English language skills, particularly writing and listening (mean score 4.2 each).

**Research question 3:** How accessible and user-friendly do students find the available technological resources for English learning?

**Table 3:** Accessibility and Ease of Use

S/N	ITEM	SA	A	N	D	SD	Mean
10.	I have regular access to the internet for learning English.	60	48	10	15	10	3.8
11.	The technological tools I use are user-friendly and easy to navigate.	68	50	10	8	7	4.0
12.	The cost of internet/data	72	47	10	8	6	4.1

	affects my ability to use technology for English learning.						
13.	There are enough technological resources provided by the university.	40	40	25	25	15	3.2

Students generally found technology accessible and easy to use. However, cost and insufficient university resources were seen as moderate barriers.

**Research question 4:** Do students believe that technology supports independent and self-directed learning in English?

**Table 4:** Independent Learning through Technology

S/N	ITEM	SA	A	N	D	SD	Mean
14.	Technology enables me to learn English outside the classroom.	74	47	10	7	5	4.2
15.	I use online	68	50	10	10	5	4.1

	resources to study English independently.						
16.	Technology allows me to track my learning progress.	58	54	15	10	6	3.9
17.	I feel more responsible for my learning when using technology.	65	50	12	10	6	4.0

The results indicate that technology strongly supports self-directed learning, helping students study English beyond the classroom context.

**Research question 5:** Does the integration of technology motivate or demotivate students in learning English?

**Table 5:** Technology and Motivation

S/N	ITEM	SA	A	N	D	SD	Mean
18.	Technology makes English learning more	80	42	10	6	5	4.3

	enjoyable.						
19.	I feel more motivated to learn English when I use technology.	72	50	11	7	3	4.1
20.	Using technology reduces boredom in English language learning.	70	50	10	8	5	4.1
21.	Technology encourages me to practice English more frequently.	65	53	12	5	8	4.0

Most respondents agreed that technology increases their motivation and enjoyment in learning English, reducing boredom and promoting active engagement.

**Research question 6:** What are the major challenges students face when using technology for learning English at the University of Benin?

**Table 6:** Challenges in Using Technology

<b>S/N</b>	<b>ITEM</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>	<b>Mean</b>
22.	Poor internet connection is a challenge.	78	40	13	7	5	4.3
23.	High cost of devices or data limits my ability to use technology.	70	41	17	10	5	4.1
24.	Lack of technical support or training makes it hard to use technologies.	60	45	18	12	8	3.9
25.	Too much reliance on technology sometimes distracts me from learning.	65	50	10	10	8	4.0

26.	I face challenges in distinguishing credible from unreliable online resources.	58	49	13	13	10	3.8
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The major challenges identified include poor internet connectivity and high data costs. Nonetheless, students acknowledged the overall usefulness of technology in learning English.

#### 4.2 Discussion of findings

The findings revealed that students perceive technology as an essential and valuable component of English language learning. A large majority of respondents agreed that the integration of digital tools significantly enhances their grammar, vocabulary development, and mastery of the four core language skills—reading, writing, speaking, and listening. Many students indicated that technology-based platforms, such as mobile apps and online learning environments, provide them with opportunities to practice English at their own pace and convenience, which promotes learner autonomy.

The study further established that technology supports independent and self-directed learning, allowing students to take greater responsibility for their academic progress. In addition, the use of multimedia tools and interactive applications was found to increase students’ motivation and engagement, making English learning more enjoyable and stimulating. These technological tools not only supplement classroom instruction but also encourage continuous learning beyond traditional settings.

Despite these benefits, the research identified several challenges that hinder optimal use of technology in English learning. Key among these are poor or unstable internet connectivity, the high cost of data subscriptions, and inadequate institutional support such as limited access to ICT facilities and insufficient technical guidance.

Overall, the findings align with existing studies which emphasize that technology, when effectively integrated, has a positive influence on language learning outcomes. It enhances learner autonomy, fosters engagement, and bridges the gap between classroom learning and real-world language use. However, for students to fully benefit, infrastructural and financial barriers must be addressed to ensure equitable access and sustained use of technology in English language education.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This study examined Students' Perception of the Role of Technology in Their English Language Learning at the University of Benin.

The primary aim was to investigate how students perceive the usefulness, accessibility, and challenges of technological tools in enhancing their English language learning. Six research questions guided the study, focusing on grammar and vocabulary improvement, the development of the four language skills, accessibility and usability of technology, promotion of independent learning, motivational influence, and challenges faced by students in using technology.

A descriptive survey research design was employed for the study. The population consisted of undergraduate English language students at the University of Benin, with a sample size of 150 with only 143 respondents selected through random sampling. The instrument used for data collection was a structured questionnaire designed by the researcher, consisting of seven sections (A–G) aligned with the research questions. Data collected were analyzed using frequency counts, simple percentages, and mean scores.

#### **Findings**

The findings revealed that students perceive technology as a vital tool for learning English. Respondents agreed that technology enhances grammar, vocabulary acquisition, and the four language skills—listening, speaking, reading, and writing.

It was also found that technology promotes learner autonomy and motivation. However, challenges such as poor internet connectivity, high data costs, limited access to technological devices, and inadequate institutional support hinder effective utilization of technology in English learning.

## **Conclusion**

Based on the findings, it can be concluded that technology plays a significant and positive role in English language learning among students of the University of Benin. The integration of digital tools fosters improved communication skills, encourages self-directed learning, and increases motivation. Despite these advantages, infrastructural and financial barriers continue to impede optimal use of technology. Thus, while students have embraced technology as an important learning aid, maximizing its full potential requires addressing issues of accessibility, cost, and institutional support.

## **Recommendations**

In light of the findings and conclusions of this study, the following recommendations are made:

- **Provision of Reliable Internet Access:**

The university administration should collaborate with internet service providers to ensure stable and affordable internet connectivity within the campus to enhance online learning experiences.

- **Subsidization of Data and Digital Devices:**

Government and school authorities should provide subsidies or incentives for students to access affordable data plans and learning gadgets such as laptops and tablets.

- Institutional Support and ICT Training:

The Faculty of Education should organize regular ICT workshops and training sessions for both students and lecturers to improve their technological competence in language teaching and learning.

- Integration of Technology in Curriculum:

English language courses should incorporate more technology-based activities, such as digital writing assignments, pronunciation software, and virtual discussions, to strengthen engagement and skill development.

- Encouragement of Independent Learning:

Students should be encouraged to explore reliable online platforms and mobile applications for continuous practice and self-improvement outside the classroom setting.

- Government Policy Support:

The government should implement policies promoting the digitalization of education and provide necessary funding to institutions for upgrading technological infrastructure.

## **Suggestions for Further Studies**

This research focused on students' perception of the role of technology in English language learning at the University of Benin. Future studies could explore the perceptions of lecturers and compare them with those of students to gain a more holistic view of technology use in English education. Researchers may also examine the effectiveness of specific technological tools—such as mobile apps, learning management systems, or AI-based language software—in improving particular language skills. Additionally, similar studies could be conducted across other universities in Nigeria to compare institutional differences and identify broader trends in technology integration in language learning.

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