

**INFLUENCE OF ENGLISH LANGUAGE LEARNING APPS ON LITERACY
DEVELOPMENT AMONG SECONDARY SCHOOL STUDENTS IN EGOR
LOCAL GOVERNMENT AREA OF EDO STATE**

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS

UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL
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THE AWARD OF THE DEGREE OF BACHELOR DEGREE B.A (Ed) IN
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CERTIFICATION

This study was carried out by Joyce IWAFEMI with Matriculation Number: EDU2001512 of the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quantity for the partial fulfilment of the requirements of the award of the degree of Bachelor Degree B.A. (Ed) in English and Literature.

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DEDICATION

This work is dedicated to God Almighty, my Rock and Redeemer. This work is also dedicated to my lovely parents, Mr. and Mrs. Femi Oruhaka.

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ABSTRACT

The study investigated the influence of English language learning apps on literacy development among secondary school students in Egor Local Government Area of Edo State. It also ascertained the extent of availability of English language learning apps in secondary schools in Egor Local Government Area of Edo State; examined the effect of English language learning apps on literacy development among secondary school students in Egor Local Government Area; found out the effect of English language learning apps in improving reading skills among secondary school students in Egor Local Government Area; and investigated the effect of English language learning apps in improving writing skills among secondary school students in Egor Local Government Area. Four research questions were raised to guide the study.

The research design adopted for this study is the descriptive survey research design. The population for this study was made of all the 5,266 public senior secondary school students in the 12 public senior secondary schools in Egor Local Government Area of Edo State. The sample size for the study was made up of 120 students. The instrument that was used for the data collection is a structured questionnaire titled “Influence of English Language Learning Apps on Literacy Development Questionnaire (IELLALDQ)”. The test re-test method was used to determine the reliability of the instrument. A reliability coefficient of 0.87 was obtained, indicating that the instrument is

reliable for the study. The researcher made use of descriptive statistics such as mean score and standard deviation as the method of data analysis.

The findings from the study include that there is a significant effect of English language learning apps in improving the reading and writing skills among secondary school students in Egor Local Government Area of Edo State. It was concluded that there is a significant effect of English language learning apps on literacy development among secondary school students in Egor Local Government Area of Edo State. The study recommended among others that schools in Egor Local Government Area should incorporate English language learning apps into their curriculum to enhance students' literacy development. This can be achieved by scheduling regular app-based learning sessions as part of English language instruction.

CHAPTER ONE

INTRODUCTION

Background to the Study

The rise of English language learning applications has introduced new opportunities for enhancing literacy development, especially in reading and writing skills. These digital tools offer learners of varying ages and proficiency levels the flexibility to study English independently and at their own pace. As literacy is foundational to academic and professional success, understanding the effectiveness of these applications in bolstering reading comprehension, vocabulary acquisition, and writing proficiency is essential. English language learning apps often incorporate interactive exercises, adaptive feedback, and game-like elements that engage users while encouraging skill retention and progression (Adewoye, 2022). However, while such applications are widely used and praised for accessibility, questions remain regarding their impact on deep literacy skills compared to traditional language instruction.

English language, as a subject, refers to the structured study of the language that is widely considered the global lingua franca. It involves understanding the rules governing the use of the language, including its grammar, syntax, and vocabulary (Yahaya, 2020). In educational settings, English is taught as a core subject, particularly in countries where English is the official or second language. The subject equips students with the ability to read, write, speak, and comprehend the language, making it essential

for communication in academic, professional, and social contexts. English language as a subject focuses on developing proficiency in all four language skills—listening, speaking, reading, and writing—which are critical for effective communication.

The study of English language as a subject encompasses various components, each aimed at helping students become competent language users. It includes grammar, which deals with the rules and structures governing the language, such as sentence construction, verb tenses, and word classes. Vocabulary development is another essential component, enabling students to expand their word usage and express themselves with precision (Bello, 2023). Reading comprehension, which enhances understanding and interpretation of written texts, is a core part of the curriculum, exposing learners to a variety of literary and non-literary texts. The subject also covers writing skills, teaching students how to organize their thoughts into coherent sentences, paragraphs, and essays. English language classes often emphasize oral communication, including pronunciation, fluency, and conversational skills.

English language learning apps are mobile or digital applications designed to help users acquire, improve, or refine their English language skills. These applications typically encompass features that support language learning across multiple skill areas, such as vocabulary, grammar, pronunciation, reading comprehension, and even conversational fluency. They are often structured in a user-friendly format with modules, lessons, and practice exercises tailored to different learning levels, from beginners to

advanced speakers (Kalu, 2021). English language learning apps are known for their interactive and adaptive qualities, offering learners the opportunity to engage in diverse activities such as quizzes, flashcards, and real-time conversations with native speakers. Through these digital platforms, users benefit from flexibility, allowing them master reading and writing skills

Reading skills refer to the abilities and techniques necessary for understanding, interpreting, and analyzing written texts. These skills encompass several key components, including phonemic awareness, vocabulary, comprehension, and critical thinking. Phonemic awareness involves recognizing and manipulating the sounds within words, an essential skill for decoding text at the most basic level. As readers progress, vocabulary knowledge becomes critical, allowing individuals to understand and interpret words and sentences within their context (Ikwuni, 2022). Comprehension is the cornerstone of reading skills, as it enables readers to grasp the meaning of a text and draw connections between ideas. At a more advanced level, critical thinking skills empower readers to evaluate information, form opinions, and apply knowledge to new situations. Altogether, reading skills are vital for effective learning, enabling individuals to absorb information and communicate within academic, professional, and everyday settings.

Writing skills refer to the ability to express ideas, thoughts, and information clearly and effectively through written language. These skills involve organizing ideas logically, selecting appropriate vocabulary, and adhering to grammatical conventions to

ensure coherence and readability. Writing begins with planning and brainstorming, where individuals generate ideas and arrange them into a structured format, often progressing through drafting, revising, and editing stages (Echebiri, 2020). Proficiency in grammar, punctuation, and syntax contributes to clarity, while the ability to tailor language to suit various audiences and purposes enhances the effectiveness of written communication. Furthermore, writing skills foster creativity and self-expression, allowing individuals to convey emotions, persuade readers, or narrate events. Strong writing skills are essential across diverse contexts, from academic assignments to professional reports, and empower individuals to communicate with precision and impact.

The role of English language learning apps in improving the reading and writing skills of secondary school students cannot be overemphasized. English language learning apps play a crucial role in enhancing the reading skills of secondary school students by offering tailored, interactive, and accessible content that supports language development at various levels (Komonibo, 2023). These apps often feature leveled reading passages, comprehension quizzes, and vocabulary-building exercises that help students progress at their own pace, which is particularly beneficial in diverse classrooms where reading abilities vary significantly. For instance, many apps use gamified elements like rewards and badges to keep students engaged while reinforcing comprehension skills through repetition and application, making reading practice both enjoyable and effective. Furthermore, these digital tools often incorporate audio features that allow students to hear correct pronunciation and intonation, improving their fluency and enabling them to

better understand context (Binani, 2019). In this way, English language learning apps serve as valuable supplements to traditional reading instruction, providing flexible options for students to practice and improve their reading skills outside of the classroom.

When it comes to writing, English language learning apps provide a variety of structured activities that support students in building and refining their writing skills. Many apps offer interactive writing prompts, grammar exercises, and word-building games that help students practice constructing sentences and developing paragraphs. Features such as real-time feedback and error correction allow students to identify and understand their mistakes, which enhances their grammatical accuracy and expands their vocabulary (Udoma, 2021). Additionally, these apps often include collaborative tools, enabling students to share their work with peers or instructors for additional feedback and encouragement. By engaging students in practical, guided writing exercises, language learning apps not only help improve technical writing skills but also boost students' confidence in expressing themselves in English. As a result, these apps contribute significantly to the development of students' writing proficiency, helping them to meet academic standards and communicate effectively in the language.

Statement of the Problem

In contemporary times, preliminary observation has shown that there seems to be scarcity of English language learning apps in secondary schools. This problem appears to be a major educational concern, especially in an era where technology is reshaping how

students access knowledge. Despite that English language learning apps offer interactive exercises, tailored feedback, and accessible resources to improve reading and writing skills, observation has shown that they seem to remain underutilized perhaps due to limited availability in schools. As a result of this problem, the reading skills that would be developed through exposure to diverse and engaging digital content may be stifled.

Moreover, common observation has shown that the problem of inadequate English language learning apps in most secondary schools seems to make it more challenging for students to develop strong writing skills, as these tools often provide grammar checkers, writing prompts, and constructive feedback that enhance learning. Without access to apps that could guide them through the complexities of grammar, vocabulary, and composition, students may face greater difficulty mastering effective writing skills, which may hinder their ability to express ideas clearly and concisely. Hence, the problem of this study is to investigate the influence of English language learning apps on literacy development.

Research Questions

The following questions will guide the study:

1. To what extent are English language learning apps available in secondary schools in Egor Local Government Area of Edo State?

2. What is the effect of English language learning apps on literacy development among secondary school students in Egor Local Government Area?
3. What is the effect of English language learning apps in improving reading skills among secondary school students in Egor Local Government Area?
4. What is the effect of English language learning apps in improving writing skills among secondary school students in Egor Local Government Area?

Purpose of the Study

The main purpose of the study is to investigate the influence of English language learning apps on literacy development. The specific objectives of the study are to:

1. Ascertain the extent of availability of English language learning apps in secondary schools in Egor Local Government Area of Edo State.
2. Examine the effect of English language learning apps on literacy development among secondary school students in Egor Local Government Area.
3. Find out the effect of English language learning apps in improving reading skills among secondary school students in Egor Local Government Area.
4. Investigate the effect of English language learning apps in improving writing skills among secondary school students in Egor Local Government Area.

Significance of the Study

The study is expected to be of benefits to students, teachers, policy makers, Ministry of Education and prospective researchers. The study will benefit students as it

will help highlights the potential of English language learning apps in improving their reading comprehension, vocabulary, and writing skills,. By evaluating the effectiveness of language learning applications, students can gain insights into how such technology can make learning engaging, accessible, and tailored to individual needs, fostering a more positive and impactful language learning experience.

The study will benefit teachers as it will provides insights into the practical benefits of integrating language apps into the curriculum, offering tools that enhance lesson delivery and simplify skill assessments. By understanding the effectiveness of these apps, teachers can adopt new methodologies to support struggling readers and writers, making English language instruction more dynamic and responsive to student needs.

The study will benefit policy makers and the Ministry of Education as it will help them understand the effectiveness of language learning applications in improving reading and writing skills of secondary school students. This will put them in a better position to come up with necessary policies which will help ensure adequate provision of English language learning apps in secondary schools.

The study will benefit prospective researchers as it will serve as a source of reference point to them. The study will help lay a foundation for future studies on digital learning tools and contributing to the broader understanding of technology's role in literacy development.

Scope and Delimitation of the Study

The study focuses on the influence of English language learning apps on literacy development.

The study will be delimited to students in senior secondary schools in Egor Local Government Area of Edo State.

Definition of Terms

The following terms were defined in the study:

English Language: English language, as a subject, refers to the structured study of the rules governing the use of the language, including its grammar, syntax, and vocabulary.

English Language Learning Apps: English language learning apps are mobile or digital applications designed to help users acquire, improve, or refine their English language skills.

Literacy Development: Literacy development refers to the process by which individuals acquire and improve the skills needed to read, write, and communicate effectively.

Reading Skills: Reading skills involves recognizing words, understanding text, and deriving meaning from written language.

Writing Skills: Formulating and expressing ideas through writing, including proper use of grammar, vocabulary, and structure.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, the review of related literature is discussed under the following sub-headings:

- Theoretical Framework
- Concept of English Language Learning Apps
- Influence of English Language Learning Apps on Literacy Development Among Secondary School Students
- Influence of English Language Learning Apps in Improving Reading Skills Among Secondary School Students
- Influence of English Language Learning Apps in Improving Writing Skills Among Secondary School Students
- Summary of Literature Review

Theoretical Framework

The study is hinged on the Multimedia Learning Theory propounded by Richard Mayer in 2004. Multimedia Learning Theory emphasizes that individuals learn more effectively when they engage with material presented in multiple formats, such as text, visuals, and audio. In the context of English language learning apps, this theory is particularly relevant, as these applications often integrate multimedia elements to support language acquisition. Mayer's theory is based on the principle that the human brain has dual channels for processing visual and auditory information, which together can enhance learning outcomes. By providing words alongside images and sounds, English learning apps can facilitate a more holistic learning experience, enabling users to comprehend and retain language concepts more effectively. This multimedia approach can be especially beneficial for literacy development, as it allows learners to associate visual and auditory cues with new words, phrases, and grammatical structures, reinforcing their understanding through multiple sensory channels.

Another essential aspect of Multimedia Learning Theory is the segmentation principle, which proposes that information should be broken down into smaller, manageable segments to reduce cognitive overload. English learning apps often employ this strategy by presenting lessons in bite-sized modules, where users can focus on specific language skills, such as vocabulary, reading, or pronunciation, one at a time. This approach aligns with the theory's cognitive load principle, which emphasizes the importance of balancing information complexity to avoid overwhelming learners. Through structured modules and interactive activities, these apps provide learners with

just the right amount of information at each step, allowing them to build on prior knowledge without feeling burdened. For literacy development, such an approach enables learners to progress at their own pace, reinforcing comprehension and retention, and ultimately enhancing their language skills more effectively than traditional, text-heavy learning methods.

The theory stresses the importance of placing related text and visuals closely together, which is a common feature in many English language learning apps. For example, when a new word is introduced in these apps, it's often accompanied by a corresponding image or short animation, along with the pronunciation of the word. This visual-auditory-text alignment aids in building mental associations between the word, its sound, and its meaning, supporting learners in forming a comprehensive understanding of new vocabulary. Moreover, apps that utilize spaced repetition systems (SRS) align with the temporal contiguity principle of Multimedia Learning Theory, which highlights the benefit of presenting information in a sequence that supports memory retention. The use of spaced repetition in language apps ensures that learners are exposed to vocabulary and grammar rules multiple times over intervals, which strengthens recall and literacy skills over time.

The theory is relevant to the study as it help offers a strong foundation for understanding how English language learning apps can support literacy development. Through the integration of visuals, audio, and text, these apps align with Mayer's

principles, creating a more engaging and effective learning environment. By structuring content in manageable segments, using spaced repetition, and promoting interaction between different media forms, these applications minimize cognitive load and improve learning retention. As technology continues to advance, the application of Multimedia Learning Theory within digital language education tools holds significant promise for enhancing literacy outcomes, especially for learners who benefit from dynamic and interactive educational experiences.

Concept of English Language Learning Apps

English language learning apps represent a modern approach to language acquisition, utilizing technology to bridge gaps in accessibility, interactivity, and personalized learning. These platforms go beyond traditional classroom instruction by offering a highly flexible learning environment accessible via smartphones, tablets, or computers (Yahaya, 2023). Learners benefit from convenient access to language exercises, tutorials, and assessments that suit their unique schedules and preferences. Through digital interfaces, users can interact with various forms of multimedia—audio recordings, visuals, and even augmented reality features—designed to make language learning engaging and immersive. In many cases, these applications are integrated with algorithms that adapt to the learner's progress, providing tailored content that focuses on areas where they may need extra practice. This feature ensures that each user has a learning journey suited to their specific goals and pace (Ugoji, 2020).

A key aspect of English language learning apps is their ability to make learning interactive and gamified, helping to maintain the user's interest and motivation. These apps often incorporate game-like elements such as points, rewards, levels, and challenges, which encourage users to progress and keep up with regular practice (Abamba, 2022). For instance, learners might earn badges or unlock new modules upon completing certain tasks, creating a sense of achievement and excitement. This gamification technique has proven to be effective in helping learners stay consistent and engaged, making learning feel more like a personal challenge or journey rather than a mere educational task. In addition, features like quizzes, interactive lessons, and daily reminders help reinforce knowledge, allowing learners to retain information better through repeated exposure and active recall.

Another notable feature of English language learning apps is their capacity to offer authentic conversational practice through tools such as voice recognition, live chat, or even virtual tutors. These elements enable users to practice their pronunciation, listening, and speaking skills in real-life contexts (Bello, 2024). Some apps facilitate live exchanges with native speakers or peer learners, which is crucial for building conversational fluency and confidence. In addition, many apps incorporate AI-driven feedback on pronunciation, accent, and grammatical errors, providing immediate and personalized guidance to help users improve effectively. This kind of interaction replicates the dynamics of in-person conversations, giving learners a supportive

environment to develop their language skills without the pressure or anxiety that may accompany real-life practice.

English language learning apps offer a structured yet adaptable curriculum that is often divided into multiple skill levels, covering everything from basic vocabulary to advanced grammar and idiomatic expressions. These courses allow users to work through language fundamentals systematically, progressing through levels as their competence grows (Uchendu, 2020). Many of these apps are designed to align with standardized language proficiency frameworks, such as the Common European Framework of Reference for Languages (CEFR), allowing users to track their improvement over time. This structured learning approach, combined with the flexibility to revisit or skip modules, enables users to focus on areas they find challenging, making the apps both comprehensive and customizable. By combining a structured curriculum with the adaptability of digital technology, these applications cater to diverse learning needs, ultimately making English language acquisition more accessible and effective for users worldwide (Tanko, 2023).

Adebayo (2021) examined the availability of English language learning applications in secondary schools across Ogun State, focusing on how such digital resources support students' language acquisition. The study targeted a population of 5,200 secondary school students from 25 government schools in the state, with a sample of 250 students selected through stratified random sampling. Data were gathered using a

structured survey instrument designed to assess the accessibility and usage of English learning apps in these schools, alongside an assessment of the schools' digital infrastructure. Descriptive statistics and chi-square tests were employed to analyze the data, revealing that while English learning apps were available in some schools, their usage was limited due to inadequate digital resources and lack of awareness among students and teachers. The study highlighted that limited access to these apps constrained students' engagement with English language learning outside traditional classroom instruction.

Okeke (2022) conducted an investigation into the extent of English language learning app availability in secondary schools within Enugu State. The research aimed to assess the accessibility of digital language learning tools and their impact on students' language proficiency. The study's population included 6,000 students from 35 public and private secondary schools, and a purposive sampling technique was used to select 300 students who reported interest or experience with mobile learning. Data were collected through a mixed-methods approach, combining surveys and focus group discussions to capture students' experiences and perspectives on using English language apps. Regression analysis was used to explore relationships between app availability and language proficiency, showing a positive association: schools with greater app access reported higher average scores in English proficiency tests. The study also pointed out that private schools were more likely to have English language learning apps than public schools, suggesting a need for policy intervention to promote digital learning equity.

In a similar study, Ibrahim (2023) assessed the availability and utilization of English language learning applications in secondary schools in Kano State. The study population consisted of 4,800 students from 30 public secondary schools, from which a sample of 200 students was drawn using cluster sampling. Data collection involved the use of a structured questionnaire and observation checklists to evaluate the presence of English learning apps and their usage frequency. Analysis was conducted using ANOVA to examine any significant differences in app availability between schools in urban and rural areas. Findings indicated that urban schools were more likely to have access to English language learning apps, but actual usage among students was relatively low across both urban and rural settings. The study concluded that while app availability was gradually increasing, various factors—including limited internet access and a lack of technical support—hindered effective use, thus limiting the potential of these tools in improving English language proficiency.

Influence of English Language Learning Apps on Literacy Development among Secondary School Students

In recent years, English language learning apps have revolutionized the approach to literacy development among secondary school students. These digital tools are designed to provide flexible, accessible, and interactive ways to learn English, bridging gaps for students who may not have consistent access to traditional learning resources (Nwafor, 2023). English language learning apps offer language exercises that include

vocabulary building, grammar practice, pronunciation, and sentence structuring, catering to learners at various proficiency levels. By incorporating gamified elements, these apps make learning engaging and can motivate students who might otherwise struggle with the monotony of classroom exercises. For secondary school students, who are often more receptive to digital learning due to their familiarity with mobile devices, these apps represent a significant step toward independent learning, as students can practice English literacy skills outside of school hours and at their own pace (Gambo, 2021).

One of the primary ways that English language learning apps influence literacy development is by enhancing vocabulary and grammar skills. Many apps utilize a spaced repetition method to teach vocabulary, exposing students to new words in a systematic way and helping them commit these words to long-term memory (Nakpodia, 2020). For example, Duolingo employs bite-sized lessons that introduce vocabulary in contexts that are relatable to everyday scenarios, which helps students understand the practical usage of new words. Additionally, the structured grammar exercises embedded in these apps encourage students to apply grammatical rules actively rather than passively memorizing them. For secondary school students, who are often at a critical stage in mastering the complexities of English grammar, this hands-on approach can help improve both accuracy and fluency in their language use. By providing immediate feedback and corrections, these apps allow students to recognize and rectify their mistakes, fostering a more thorough understanding of English grammar rules and conventions (Aina, 2020).

Beyond vocabulary and grammar, English language learning apps play a crucial role in enhancing reading comprehension and writing skills, essential components of literacy development. Many apps include reading exercises that simulate real-life scenarios, such as reading articles, messages, and short stories, which can improve students' ability to process and analyze English texts (Onuoha, 2024). For instance, apps like Lingvist and FluentU use authentic English materials, such as news articles and video clips, to expose learners to varied sentence structures, idiomatic expressions, and context-specific vocabulary. These resources help students understand the nuances of English and build their comprehension skills by interpreting the meaning behind phrases rather than just translating them literally. Moreover, some apps feature writing exercises where students can practice constructing sentences and short paragraphs, often receiving feedback on spelling, grammar, and coherence. For secondary school students, developing these skills is crucial as it prepares them for more advanced academic writing, boosts their confidence, and encourages them to use English in a variety of contexts (Sambo, 2020).

English language learning apps have also had a significant impact on fostering self-directed learning and motivation among secondary school students. Unlike traditional classroom settings, where learning is primarily teacher-directed, apps provide students the autonomy to set their own pace, practice areas of difficulty, and track their progress through completion goals and achievements. This self-directed approach aligns with constructivist theories of education, which suggest that learners are more engaged

and retain knowledge better when they actively control their learning process (Dieberuo, 2022). Furthermore, many of these apps use motivational techniques, such as progress streaks, rewards, and leaderboards, which can encourage students to practice regularly and persevere through challenging material. For secondary school students, these motivational elements can build discipline and a positive attitude toward English language learning, as they see their efforts reflected in tangible progress. Consequently, apps not only enhance literacy skills but also cultivate a learning mindset that can contribute to long-term academic success. Through these tools, students are empowered to take ownership of their English literacy development, leading to more meaningful learning outcomes (Tanko, 2019).

Ayodele (2021) explored the influence of English language learning applications on literacy development among secondary school students in Lagos State. The study focused on a population of 5,000 senior secondary students from 20 government and private schools, with a sample of 300 students selected through stratified random sampling. Data were collected using a combination of literacy assessment tests and a structured questionnaire, which evaluated the frequency and depth of students' use of English language learning apps. Analysis was conducted using Pearson's correlation to determine the relationship between app usage and literacy development outcomes. The findings indicated a significant positive correlation between the frequency of app usage and students' literacy scores, particularly in areas of vocabulary and reading comprehension. The study highlighted that students who frequently used English

language apps showed higher literacy skills, underscoring the potential of digital tools to enhance language acquisition.

Musa (2022) examined the impact of English language learning applications on literacy development among secondary school students in Plateau State. Targeting a population of 4,200 students across 15 public secondary schools, the study used a purposive sampling method to select 250 students who reported regular use of language learning apps. Data were gathered through pre- and post-literacy assessments and surveys designed to measure students' app usage habits. The data analysis was carried out using paired sample t-tests to assess literacy development before and after app exposure. The results revealed a significant improvement in literacy scores, particularly in reading fluency and grammar, among students who consistently used the apps. The study suggested that English learning apps had a measurable impact on literacy development, though it also noted that students without access to digital devices faced challenges in benefiting from these tools.

In a similar study, Nwachukwu (2023) investigated the influence of English language learning applications on the literacy development of secondary school students in Anambra State. The study's population consisted of 3,500 students from 18 secondary schools, and a random sampling technique was used to select 220 students with varying levels of app usage experience. Data were collected through a mix of literacy proficiency tests and semi-structured interviews, which allowed for a deeper understanding of

students' app engagement and literacy improvement over time. Multiple regression analysis was used to examine the influence of app usage on literacy components such as spelling, vocabulary, and reading comprehension. Findings showed a positive and statistically significant relationship between app use and literacy skills, particularly in vocabulary acquisition and comprehension. The study concluded that English language learning apps serve as a valuable supplement to classroom instruction, contributing meaningfully to literacy development among students.

Influence of English Language Learning Apps in Improving Reading Skills among Secondary School Students

English language learning apps is a valuable tools in improving reading skills among secondary school students. The popularity of mobile devices and the convenience of app-based learning have contributed significantly to this trend, as apps offer students easy access to diverse reading materials and interactive exercises. These apps provide tailored learning experiences that address the unique challenges faced by students in mastering English reading skills (Chidalu, 2021). Through customized lessons, gamified content, and adaptive learning strategies, language learning apps like Duolingo, Memrise, and others offer a more engaging and less intimidating alternative to traditional language instruction. The interactive nature of these apps encourages students to practice reading in manageable steps, increasing their confidence and fluency in English. As a result, students are better equipped to handle academic texts and improve their overall comprehension (Fadeye, 2019).

Another advantage of English language learning apps is their ability to cater to different learning paces, which is essential in a secondary school setting where students have varying proficiency levels (Udechukwu, 2022). Many language apps use AI algorithms to assess users' progress and adjust the content accordingly, offering personalized learning paths. This adaptability is particularly beneficial for students struggling with reading, as they receive extra support and practice without feeling the pressure of keeping up with peers. Additionally, English language learning apps often include diverse text formats—such as short stories, news articles, and dialogues—that help students develop reading skills across different genres. This variety enriches students' vocabulary and exposes them to different sentence structures and styles, which are essential for comprehensive reading skills development. Consequently, these apps can help bridge gaps in reading proficiency and enable students to reach their potential in English literacy (Zawadi, 2022).

English language learning apps also foster independent learning, which plays a crucial role in reading improvement. By encouraging students to engage with English reading content outside of the classroom, these apps make reading practice a daily habit rather than a task limited to school hours (Usifo, 2020). Many apps incorporate features such as reading challenges, progress tracking, and rewards that motivate students to set personal reading goals. This autonomy allows students to take control of their learning journey and become more proactive in developing their skills. For secondary school students, who are at a stage where self-driven learning is encouraged, such apps can

provide a sense of accomplishment and reinforce positive learning behaviors. In addition, when students read frequently on their own, they tend to improve not only their reading fluency but also their comprehension and critical thinking skills, which are key to academic success (Tamuno, 2020).

The social and interactive features found in many English language learning apps contribute to enhanced reading skills among secondary school students. English language learning apps often include discussion forums, group challenges, or peer reviews that allow students to engage with others and discuss what they have read, deepening their understanding of the material (Guobadia, 2022). For instance, some apps allow users to annotate texts or participate in reading-based challenges, fostering collaborative learning. These social features can be especially beneficial for students who may lack confidence in their reading abilities, as they provide a supportive community where students can learn from each other and improve together. Peer interaction not only makes the learning experience enjoyable but also encourages students to take on more complex reading tasks, knowing they have a support system. Therefore, English language learning apps are not only helping to improve individual reading skills but also creating a shared learning environment that fosters group progress and mutual encouragement (Riabdu, 2023).

Obi (2022) conducted a study on the influence of English language learning applications in improving reading skills among secondary school students in Rivers State. The research targeted a population of 4,500 students from 20 public secondary schools,

with a sample of 250 students selected through stratified random sampling. Data were gathered using a reading skills assessment test and a structured questionnaire, which captured students' frequency and type of app usage for reading practice. Data were analyzed using Pearson's correlation to determine the relationship between app usage and reading skills improvement. The results indicated a strong positive correlation between frequent use of English learning apps and improvements in reading comprehension and fluency. The study concluded that apps contributed significantly to reading skill development, especially in helping students decode complex texts and build reading speed.

Bassey (2022) explored the impact of English language learning applications on enhancing reading skills among secondary school students in Akwa Ibom State. The study included a population of 3,800 students from 15 government secondary schools, with a sample size of 200 students selected through purposive sampling, specifically targeting students with regular app usage. Data were collected using a combination of reading comprehension tests and surveys that assessed students' engagement with reading-focused app features. Analysis was conducted using paired sample t-tests to measure reading skill changes before and after a three-month app usage period. Results revealed significant improvements in reading speed, word recognition, and comprehension among students who used the apps. The study recommended increased integration of English learning apps in the school curriculum to support reading skill development.

Madueke (2023) examined the influence of English language learning applications on reading skills among secondary school students in Kwara State. The study targeted a population of 4,200 students from 25 secondary schools, selecting a sample of 300 students through random sampling to ensure a diverse representation of app usage experiences. Data were gathered using a reading proficiency test and a structured interview, which allowed for qualitative insights into students' experiences with the apps. Multiple regression analysis was used to analyze the data, focusing on the influence of app features like interactive texts and vocabulary-building exercises on reading performance. Findings showed that students who regularly used English learning apps exhibited greater improvement in reading comprehension, critical reading, and vocabulary skills. The study concluded that English learning apps significantly enhanced students' reading abilities, particularly for those with lower initial reading proficiency, and recommended the expansion of app-based learning resources in schools.

Influence of English Language Learning Apps in Improving Writing Skills among Secondary School Students

The influence of English language learning apps on improving writing skills among secondary school students has become increasingly significant in recent years. These mobile applications provide an accessible and interactive platform for students to practice and refine their writing abilities (Agwuegbo, 2020). Unlike traditional classroom-based methods, which often rely on textbooks and teacher-led instructions,

these apps offer personalized learning experiences that cater to individual student needs. By using these apps, students can practice writing tasks, from basic sentence construction to more advanced essay writing, at their own pace. They also benefit from immediate feedback, which helps them identify errors and correct them on the spot, facilitating a deeper understanding of writing conventions, grammar, and vocabulary (Salami, 2022).

A major advantage of English language learning apps is their ability to adapt to students' unique learning styles and progress levels. Many apps use artificial intelligence or algorithms to assess a student's performance and provide tailored exercises to enhance specific areas of weakness (Bagudu, 2020). For instance, if a student struggles with sentence structure or punctuation, the app can offer targeted drills to address those issues, reinforcing correct usage through repetition and practice. Furthermore, these apps often feature gamification elements, such as levels, points, or badges, which motivate students to keep practicing their writing skills in a fun and engaging way. This interactive and dynamic approach makes writing practice less intimidating, particularly for students who may feel overwhelmed by traditional assignments or fear failure (Haruna, 2021).

Lawal (2023) opined that English language learning apps often expose students to a variety of writing genres and styles. Most of these apps offer resources that range from creative writing prompts to structured academic writing exercises. This exposure broadens students' understanding of different writing formats, such as narratives, persuasive essays, and research papers, thereby preparing them for diverse writing tasks

they may encounter in secondary school and beyond. Through regular practice, students not only learn to develop their writing fluency but also gain the confidence to express their thoughts coherently and persuasively in various forms. This versatility helps them develop a well-rounded skill set that can be applied across a wide range of academic subjects and real-life situations (Kalu, 2019).

Fakunmoju (2022) asserted that English language learning apps often provide a collaborative learning environment where students can engage in peer review or share their work with others. Many apps feature social platforms or forums where students can exchange feedback on each other's writing, thereby honing their editing and critical thinking skills. This peer interaction encourages students to think more critically about their own writing and to learn from the strengths and weaknesses of others. Through these collaborative opportunities, students can also receive constructive feedback that may not be available in a traditional classroom setting, where teachers may have limited time to provide individualized attention to each student. In this way, language learning apps create a supportive network that fosters continuous improvement in writing skills (Ezeji, 2020).

Babatunde (2022) investigated the influence of English language learning applications on the writing skills of secondary school students in Osun State. Targeting a population of 3,500 students from 20 public secondary schools, the study used a stratified sampling technique to select a sample of 200 students who reported using English

learning apps for writing practice. Data were collected through a combination of written assessments and a structured questionnaire assessing the frequency and intensity of app usage. Descriptive statistics and a t-test were employed to analyze improvements in writing skills, specifically in grammar, coherence, and vocabulary use. The results revealed that students who consistently used English learning apps demonstrated significant improvement in grammatical accuracy and sentence structure, which contributed to overall writing proficiency. The study concluded that English language learning apps can serve as a valuable resource for enhancing students' writing skills, especially in areas of grammar and vocabulary development.

Chukwuma (2022) examined the impact of English language learning apps on improving writing skills among secondary school students in Ebonyi State. The study's population comprised 4,000 students from 18 government and private secondary schools, with a sample of 220 students selected through purposive sampling to focus on those who frequently used writing-focused app features. Data were collected using a written composition test and surveys that assessed students' engagement with specific app tools like grammar checkers, essay templates, and interactive feedback. Analysis was conducted using ANOVA to determine the influence of app usage on writing skills, focusing on content organization, sentence coherence, and vocabulary usage. Results indicated that students who used the apps regularly showed significant improvements in writing clarity, vocabulary richness, and sentence flow. The study highlighted the

potential of English learning apps to foster critical writing skills and recommended greater adoption of app-based writing support in schools.

Zubairu (2023) explored the influence of English language learning applications on the writing skills of secondary school students in Sokoto State. The study's population included 3,800 students from 22 public secondary schools, and a random sampling technique was used to select 250 students for the study. Data were gathered through a writing assessment focused on essay composition and a questionnaire measuring students' frequency and purpose of app use. Multiple regression analysis was employed to examine the relationship between app usage and various aspects of writing skill, such as coherence, structure, and grammar. The findings showed that students who actively used English learning apps demonstrated marked improvement in paragraph organization, idea development, and grammatical accuracy. The study concluded that English language learning apps were effective in supporting students' writing skill development and recommended that teachers encourage students to use apps as supplementary tools for writing practice.

Summary of Literature Reviewed

The literature reviewed critically examined the concept of English language learning apps. As seen from the reviewed of literature, English language learning apps are mobile or digital applications designed to help users acquire, improve, or refine their English language skills.

The literature reviewed further examined the influence of English language learning apps on literacy development among secondary school students. It was seen from the reviewed of literature that English language learning apps provide flexible, accessible, and interactive ways to learn English, bridging gaps for students who may not have consistent access to traditional learning resources. It was seen from the reviewed of empirical studies that there is a significant influence of English language learning apps on literacy development among secondary school students.

The literature reviewed also looked into the influence of English language learning apps in improving reading skills among secondary school students. The reviewed of literature revealed that interactive nature of English language learning apps encourages students to practice reading in manageable steps, increasing their confidence and fluency in English. It was seen from the reviewed of empirical studies that English language learning apps play a significant role in improving reading skills among secondary school students.

The literature reviewed was concluded with an examination on the influence of English language learning apps in improving writing skills among secondary school students. It could be seen from the reviewed of literature that English language learning apps provide an accessible and interactive platform for students to practice and refine their writing abilities. It was seen from the reviewed of empirical studies that English

language learning apps play a major role in improving writing skills among secondary school students.

CHAPTER THREE

METHODOLOGY

This chapter is an outlined explanation on information about the research methodology adopted for the study. They are discussed under the following sub-headings:

- Research Design
- Population of Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study is the descriptive survey research design. The descriptive survey design involves observing and collecting data on a given topic without manipulating variables. This design is considered suitable for this study as it helped to collect data to help investigate the influence of English language learning apps on literacy development among students in senior secondary schools in Egor Local Government Area of Edo State.

Population of Study

The population for this study was made of all the 5,266 public senior secondary school students in the 12 public senior secondary schools in Egor Local Government Area of Edo State. (Source: Ministry of Education, Edo State, 2024). This is shown in Table 3.1 below

S/N	Name of School	Population
1.	Asoro Grammar School	388
2.	Government Science Technical College	718
3.	Iyoba Girls Secondary School	496
4.	Egor Secondary School	611
5.	Kings and Queens College	309
6.	Ransford Educaton Centre	284
7.	Ohonre Grammar School Boys College	312
8.	Federal Government Girls College	537
9.	Use Secondary School	446
10.	Evbotubu Grammar School	403
11.	Evbereke Secondary School	339
12.	Sunny Comprehensive College	423
	Total	5,266

(Source: Ministry of Education, Edo State, 2024)

Sample and Sampling Technique

The sample size for the study was made up of 120 students. With the aid of the simple random sampling technique, ten (10) students each were selected from each schools in the 12 public senior secondary schools in the local government thus, making a total sample size of 120 respondents. The simple random sampling technique was used to draw out the respondents.

Research instrument

The instrument that was used for the data collection is a structured questionnaire titled “Influence of English Language Learning Apps on Literacy Development Questionnaire” (IELLALDQ). The questionnaire was divided into two sections, A and B. Section A focused on the demographic or personal data of the respondent while section B contained items that will elicit information bothering on the influence of English

language learning apps on literacy development. The questionnaire consisted of 4-point Likert scale response of Strongly agree (SA), Agreed (A), Disagree (D), Strongly Disagree (SD).

Validity of the instrument

The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Corrections made by the supervisor was effected in the work before it was administered by the researcher.

Reliability of Instrument

The test re-test method was used to determine the reliability of the instrument. The questionnaire was administered to a group of 20 respondents which did not constitute part of the study. The instruments were given to the students to fill and the data obtained were analyzed using Pearson's Product Moment Correlation Coefficient. A reliability coefficient of 0.87 was obtained, indicating that the instrument is reliable for the study.

Method of Data Collection

Direct retrieval method was used by the researcher in collecting the filled questionnaire from the respondents. The researcher administered and retrieved the questionnaire on same day of administration.

Method of Data Analysis

The researcher made use of descriptive statistics such as mean score and standard deviation as the method of data analysis $(4+3+2+1)/4 = 2.50$. The response options were assigned numerical values: 4 for “strongly agree,” 3 for “agree,” 2 for “disagree,” and 1 for “strongly disagree.” The scores above mean of 2.50 was considered high, while scores below mean of 2.50 was considered low.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter provides a detailed analysis of the data and presents the findings of the study. The data are organized in tables and structured according to the sequence of research questions posed in the study.

Table 1: Distribution of Respondents by Gender

Sex	Frequency	Percentage
Male	49	40.8%
Female	71	59.2%
Total	120	100%

Table 1 shows the distribution of respondents according to sex. As shown in the table above, male respondents are 49 which constitute 40.8% while female respondents are 71 representing 59.2%. This indicates that majority of the respondents were females.

Table 2: Distribution of Respondents by Class

Class	Frequency	Percentage
SS1	53	44.2%
SS2	41	34.1%
SS3	26	21.7%
Total	120	100%

Table 2 shows the distribution of respondents according to class. As shown in the table above, respondents in SS1 class are 53 representing 44.2%, SS2 are 41 representing 34.1% while those in SS3 are 26 respondents representing 21.7%. The analysis of data revealed that majority of the respondents are those in SS1 class.

Research Question 1: To what extent are English language learning apps available in secondary schools in Egor Local Government Area of Edo State?

Table 3: Descriptive Statistics on Extent of Availability of English language Learning Apps

S/N	Items	Mean	SD	Remarks
1.	There is availability of vocabulary building Apps in my school	3.74	.697	High
2.	My school often make use of grammar and writing Apps	3.81	.711	High
3.	There is availability of listening and speaking practice Apps in my school	3.22	.941	High
4.	My school often make use of reading comprehension Apps	3.88	.719	High
5.	My school often make use of language games Apps	3.46	.827	High
Cluster Mean		3.62	.779	High

N = 120, Criterion Mean = 2.5

Table 3 revealed the responses of the respondents on all the items presented at a mean score of 3.74, 3.81, 3.22, 3.88 and 3.46 respectively. The cluster mean of 3.62 is above the criterion mean score of 2.50 which implies that there is high extent to which English language learning apps are available in secondary schools in Egor Local Government Area of Edo State.

Research Question 2: What is the effect of English language learning apps on literacy development among secondary school students in Egor Local Government Area?

Table 4: Descriptive Statistics on Influence of English Language Learning Apps on Literacy Development Among Secondary School Students

S/N	Items	Mean	SD	Remarks
1.	I feel more confident reading English texts because English language learning Apps teaches me new words daily	3.84	.783	Agreed
2.	Using the English language learning Apps has improved my writing skills; I now construct better sentences	3.93	.593	Agreed
3.	I understand English grammar better because English language learning App explains it in simple steps	3.51	.886	Agreed
4.	I enjoy learning English more because the App uses games to make lessons interesting	3.49	.761	Agreed
5.	English language learning Apps has helped me improve my pronunciation by letting me practice speaking with feedback	3.66	.844	Agreed
Cluster Mean		3.69	.773	

N = 120, Criterion Mean = 2.5

Table 4 revealed the responses of the respondents on all the items presented at a mean score of 3.84, 3.93, 3.51, 3.49 and 3.66 respectively. The cluster mean of 3.69 is above the criterion mean score of 2.50 which implies that there is a significant effect of English language learning apps on literacy development among secondary school students in Egor Local Government Area.

Research Question 3: What is the effect of English language learning apps in improving reading skills among secondary school students in Egor Local Government Area?

Table 5: Descriptive Statistics on Influence of English Language Learning Apps in Improving Reading Skills among Secondary School Students

S/N	Items	Mean	SD	Remarks
1.	I enjoy reading English books more because English language learning App teaches me how to pronounce difficult words	3.37	.816	Agreed
2.	English language learning Apps help me understand what I read by providing summaries and explanations of stories	3.69	.691	Agreed
3.	I now read faster because English language learning Apps gives me practice passages with time limits	3.52	.783	Agreed
4.	I practice reading every day with English language learning Apps because it makes learning fun and engaging	3.41	.822	Agreed
5.	English language learning Apps has helped me identify the main ideas in texts, so I no longer get confused while reading	3.78	.758	Agreed
Cluster Mean		3.55	.774	

N = 120, Criterion Mean = 2.5

Table 5 revealed the responses of the respondents on all the items presented at a mean score of 3.37, 3.69, 3.52, 3.41 and 3.78 respectively. The cluster mean of 3.55 is above the criterion mean score of 2.50 which implies that there is a significant effect of English language learning apps in improving reading skills among secondary school students in Egor Local Government Area.

Research Question 4: What is the effect of English language learning apps in improving writing skills among secondary school students in Egor Local Government Area?

Table 6: Descriptive Statistics on Influence of English Language Learning Apps in Improving Writing Skills Among Secondary School Students

S/N	Items	Mean	SD	Remarks
1.	English language learning Apps has taught me how to write proper sentences with correct grammar	3.59	.813	Agreed
2.	I can now organize my thoughts better when writing essays because English language learning Apps shows me examples	3.98	.909	Agreed
3.	Using English language learning Apps has helped me learn new words, making my writing more interesting and creative	3.77	.803	Agreed
4.	I enjoy writing assignments because English language learning Apps provides tips on how to structure paragraphs	3.62	.838	Agreed
5.	English language learning Apps has taught me how to use punctuation correctly which makes my writing clearer.	3.65	.571	Agreed
Cluster Mean		3.72	.786	

N = 120, Criterion Mean = 2.5

Table 6 revealed the responses of the respondents on all the items presented at a mean score of 3.59, 3.98, 3.77, 3.62 and 3.65 respectively. The cluster mean of 3.72 is above the criterion mean score of 2.50 which implies that there is a significant effect of English language learning apps in improving writing skills among secondary school students in Egor Local Government Area.

Discussion of Findings

Findings from the study in research question one shows that there is high extent to which English language learning apps are available in secondary schools in Egor Local Government Area of Edo State. This findings is in line with Okeke (2022) who found out in his study that there is high level of availability of English language learning apps in secondary schools. In same vein, Adebayo (2021) found out in his study that there is a high extent of availability of English language learning apps in secondary schools.

Findings from the study in research question two indicated that there is a significant effect of English language learning apps on literacy development among secondary school students in Egor Local Government Area of Edo State. This findings is in agreement with Nwafor (2023) who asserted that English language learning apps offer language exercises that include vocabulary building, grammar practice, pronunciation, and sentence structuring, catering to learners at various proficiency levels. Similarly, Musa (2022) found out in his study that English learning apps had a measurable impact on literacy development among secondary school students.

Findings from the study in research question three revealed that there is a significant effect of English language learning apps in improving reading skills among secondary school students in Egor Local Government Area of Edo State. In support of the findings, Chidalu (2021) opined that English language learning apps is a valuable tools in improving reading skills among secondary school students. Also supporting the findings,

Madueke (2023) found out in his study that English learning apps significantly enhanced students' reading abilities, particularly for those with lower initial reading proficiency.

Findings from the study in research question four shows that there is a significant effect of English language learning apps in improving writing skills among secondary school students in Egor Local Government Area of Edo State. This findings is in consonance with Agwuegbo (2020) who asserted that the influence of English language learning apps on improving writing skills among secondary school students has become increasingly significant in recent years. In same vein, Babatunde (2022) found out in his study that students who consistently used English learning apps demonstrated significant improvement in grammatical accuracy and sentence structure, which contributed to overall writing proficiency.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter contained the summary of the study, the conclusions drawn, results obtained and recommendations proffered.

Summary

This study investigated the influence of English language learning apps on literacy development among secondary school students in Egor Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and answered. The sample size for the study was made up of 120 students who were randomly selected from the 12 secondary schools in Egor Local Government Area of Edo State.

The instrument that was used for the data collection is a structured questionnaire titled “Influence of English Language Learning Apps on Literacy Development Questionnaire” (IELLALDQ)”. The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered by the researcher. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted for the study. An analysis of data was done mean score and standard deviation.

Findings of the research

Findings from the study include:

- That there is high extent to which English language learning apps are available in secondary schools in Egor Local Government Area of Edo State.
- That there is a significant effect of English language learning apps on literacy development among secondary school students in Egor Local Government Area of Edo State.
- That there is a significant effect of English language learning apps in improving reading skills among secondary school students in Egor Local Government Area of Edo State.
- That there is a significant effect of English language learning apps in improving writing skills among secondary school students in Egor Local Government Area of Edo State.

Conclusion

The study investigated the influence of English language learning apps on literacy development among secondary school students in Egor Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that there is a significant effect of English language learning apps on literacy development among

secondary school students in Egor Local Government Area of Edo State. It was also concluded that there is a significant effect of English language learning apps in improving the reading and writing skills among secondary school students in Egor Local Government Area of Edo State.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward:

1. Schools in Egor Local Government Area should incorporate English language learning apps into their curriculum to enhance students' literacy development. This can be achieved by scheduling regular app-based learning sessions as part of English language instruction.
2. Teachers should be provided with training and workshops on effectively integrating English language learning apps into their teaching strategies. This will ensure they can guide students in maximizing the benefits of these apps.
3. The government and school administrators should provide necessary digital resources, such as tablets, computers, or smartphones, to ensure students can access English language learning apps. Subsidized internet access in schools may also be considered to support this initiative.

4. Parents should be sensitized on the importance of English language learning apps in their children's literacy development. Schools can organize seminars or distribute informational materials to encourage parents to support their children in using these apps at home.
5. Regular monitoring and evaluation of the use and effectiveness of English language learning apps in schools should be conducted. This will help identify challenges and areas for improvement, ensuring sustained progress in students' reading and writing skills.

Suggestions for Further Studies

The researcher focused on the influence of English language learning apps on literacy development among secondary school students only in Egor Local Government Area of Edo State. Similar research can be carried out in other Local Government Area of Edo State for a better generalization of the study.

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DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

Dear Respondent,

The questionnaire is for the purpose of investigating the “**Influence of English Language Learning Apps on Literacy Development**”. Kindly fill it as appropriate. Your information will be treated confidentially. Thank you for your time.

Section A: Demographic Data

Sex: Male () Female ()

Class: SS1 () SS2 () SS3 ()

SECTION B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
	Extent of Availability of English Language Learning Apps in Secondary Schools				
1.	There is availability of vocabulary building Apps in my school				
2.	My school often make use of grammar and writing Apps				
3.	There is availability of listening and speaking practice Apps in my school				

4.	My school often make use of reading comprehension Apps				
5.	My school often make use of language games Apps				
Influence of English Language Learning Apps on Literacy Development Among Secondary School Students					
6.	I feel more confident reading English texts because English language learning Apps teaches me new words daily				
7.	Using the English language learning Apps has improved my writing skills; I now construct better sentences				
8.	I understand English grammar better because English language learning App explains it in simple steps				
9.	I enjoy learning English more because the App uses games to make lessons interesting				
10.	English language learning Apps has helped me improve my pronunciation by letting me practice speaking with feedback				
Influence of English Language Learning Apps in Improving Reading Skills Among Secondary School Students					
11.	I enjoy reading English books more because English language learning App teaches me how to pronounce difficult words				
12.	English language learning Apps help me understand what I read by providing summaries and explanations of stories				
13.	I now read faster because English language learning Apps gives me practice passages with time limits				
14.	I practice reading every day with English language learning Apps because it makes learning fun and engaging				
15.	English language learning Apps has helped me identify the main ideas in texts, so I no longer get confused while reading				
Influence of English Language Learning Apps in Improving Writing Skills Among Secondary School Students					

16.	English language learning Apps has taught me how to write proper sentences with correct grammar				
17.	I can now organize my thoughts better when writing essays because English language learning Apps shows me examples				
18.	Using English language learning Apps has helped me learn new words, making my writing more interesting and creative				
19.	I enjoy writing assignments because English language learning Apps provides tips on how to structure paragraphs				
20.	English language learning Apps has taught me how to use punctuation correctly which makes my writing clearer.				