

**FACTORS INFLUENCING STUDENTS' USE OF ENGLISH LANGUAGE  
LABORATORY IN THE DEVELOPMENT OF LANGUAGE PROFICIENCY IN THE  
DEPARTMENT OF ENGLISH AND LITERATURE, UNIVERSITY OF BENIN, BENIN  
CITY**

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BENIN CITY**

**OCTOBER, 2025**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF  
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY OF  
BENIN, BENIN CITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR  
THE AWARD OF THE DEGREE IN BACHELOR OF ARTS (EDUCATION) IN  
ENGLISH AND LITERATURE**

**OCTOBER, 2025**

## **CERTIFICATION**

We, the undersigned, certify that this project was carried out by Avwersuoghene Favour AKAMA with matriculation number EDU2102179 in the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and qualify for the partial fulfilment of the requirement for the award of the degree of B.A(Ed.) in English and Literature.

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## **DEDICATION**

This research work is dedicated to God Almighty, He is the reason for my being.

## **ACKNOWLEDGEMENTS**

The researcher profoundly acknowledged the immeasurable grace, wisdom, and divine guidance of God Almighty, whose unfailing love, strength, and favor made the successful completion of this research possible. He recognized that without the help of God, this work would have been impossible, and therefore, he gave all glory and honor to Him for providing direction, perseverance, and inspiration throughout the course of this study.

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## ABSTRACT

This study examined the factors influencing students' use of the English Language Laboratory in the development of language proficiency in the Department of English and Literature, University of Benin, Benin City. It focused on identifying the types of resources available in the laboratory, assessing students' perceptions of the quality of those resources, and evaluating the extent to which such resources influenced students' engagement in language learning activities. The study also investigated the relationship between the quality of the laboratory resources and students' proficiency development, as well as the challenges affecting effective utilization of the language laboratory. A descriptive survey research design was adopted for the study. The population comprised 588 students from the Department of English and Literature, while a sample of 100 respondents was selected using a simple random sampling technique to ensure fair representation across English and Literature Education and English and Literature Arts students. Questionnaire served as the primary instrument for data collection. The data obtained were analyzed using mean scores and percentages, with 2.50 as the benchmark for decision making.

The findings revealed that essential audio and audiovisual resources, such as recorders and headsets, were available and reliable, yet critical components like functional computers and comprehensive instructional materials were insufficient. Students perceived that while the available resources enhanced engagement, participation, and motivation in language learning, the inadequacy of digital tools limited the potential of the laboratory to fully support independent language practice beyond class hours. Moreover, the study found a significant relationship between the quality of laboratory resources and students' language proficiency, particularly in the areas of grammar, fluency, pronunciation, and listening skills. Nonetheless, factors such as faulty equipment, inadequate resources, limited access, and occasional technical issues were found to impede the effective utilization of the laboratory, even though irregular power supply was not a major concern.

Based on these outcomes, the study recommended that the University of Benin should prioritize the upgrading, maintenance, and regular replacement of faulty language laboratory equipment, including functional computers equipped with updated language learning software, to enhance both quality and accessibility. The Department of English and Literature was encouraged to provide a wider range of current instructional materials that would promote active, engaging, and independent language learning. Furthermore, the study recommended that administrators should extend laboratory operating hours and adopt flexible schedules to increase students' opportunities for practice. It was also recommended that the university management should strengthen technical support by implementing proactive maintenance protocols and ensuring prompt repairs to prevent disruptions during use. Finally, continuous professional development workshops for laboratory facilitators and instructors were emphasized as vital to optimizing the pedagogical use of technological resources and ensuring that the laboratory effectively contributes to students' overall language proficiency development.

# CHAPTER ONE

## INTRODUCTION

### **Background to the Study**

The English language holds a very important position worldwide as a global lingua franca, used extensively in education, business, and international communication. In Africa, English has been entrenched as a medium of instruction and a language of official communication in many countries due to colonial history and ongoing globalization (Adegbija, 2020). Despite the rich diversity of indigenous languages across the continent, English language is a must for accessing higher education, professional advancement, and participation in global discourse. In Nigeria, specifically, English is the official language and a critical tool for national integration, educational instruction, and socioeconomic development (Ezeani, 2019). It is taught from primary levels through tertiary education, reflecting its importance in the academic and social spheres of the country. The role of English in Nigeria is further highlighted by its function as the language of instruction in universities and the medium through which academic discourse and research are conducted (Okon & Edet, 2022). Therefore, proficiency in English is indispensable for students in Nigeria, particularly those in departments like English and Literature, where linguistic competence is fundamental.

English language laboratories have emerged as vital educational resources that provide students with opportunities to develop their language proficiency beyond traditional classroom settings. These laboratories are specialized facilities equipped with audio-visual aids and technological tools designed to enhance both receptive and productive skills such as: listening, speaking, reading, and writing skills through interactive and individualized learning experiences (Agboola, 2021). They allow learners to engage with authentic language materials, practice pronunciation, and receive immediate feedback in a controlled environment that minimizes anxiety

associated with public speaking. According to Aluko and Ajayi (2023), English language laboratories serve as an important bridge between theoretical knowledge of language and practical application, especially in contexts where students may have limited exposure to native English speakers. The use of language laboratories thus helps in reinforcing language skills in a more dynamic and learner-centered manner.

The integration of modern technology into language laboratories has revolutionized language learning by providing interactive and personalized learning experiences. Access to contemporary technological tools and software, such as language learning apps, virtual simulations, and online communication platforms, can significantly boost students' motivation and engagement. Technologies like speech recognition software and multimedia presentations enable learners to practice and improve their pronunciation, listening comprehension, and conversational skills in real time (Chukwuemeka & Obi, 2021). Moreover, the use of virtual reality (VR) and augmented reality (AR) tools in language labs allows for immersive environments where students can simulate real-life communication scenarios, enhancing their practical language use (Nwankwo, 2020). This technological infusion addresses the challenges of traditional language instruction, such as limited speaking opportunities and insufficient feedback, by offering diverse modes of interaction and tailored learning pathways.

In Nigerian universities, the importance of English language laboratories cannot be overstated, particularly in institutions like the University of Benin. With increasing student populations and varied linguistic backgrounds, language laboratories provide essential support for improving English proficiency, which is crucial for academic success and employability (Uzoehina & Agbulu, 2022). The laboratories do not only support students in acquiring better language skills but also help lecturers manage large classes more effectively by supplementing instruction with technology-enhanced practice. Furthermore, access to language laboratories

encourages autonomous learning, allowing students to practice at their own pace and revisit challenging areas as needed (Adeyemi et al., 2023). This autonomy fosters a deeper engagement with the language, which is essential for achieving fluency.

In addition, language laboratories promote acceptance by catering to students with diverse learning needs and styles, including those who may struggle with conventional teaching methods. They provide multisensory learning experiences through audio, visual, and kinesthetic tools, accommodating various preferences and making language acquisition more accessible (Ogunleye, 2019). The incorporation of technology in language labs also prepares students for the digital age, equipping them with technological literacy alongside linguistic competence. This dual skill set is invaluable in a globalized world where digital communication often supplements face-to-face interactions (Bello & Adewale, 2021).

The use of English language laboratories plays an important role in enhancing students' language proficiency within the academic institutions. It has been observed that proper utilization of English language laboratories, several factors significantly influence the effectiveness of these laboratories. Key among these are the availability and quality of resources, student motivation, individual learning strategies, and access to modern technological tools and software. Understanding how these variables impact language proficiency development is essential for optimizing language learning outcomes, Adebayo (2019).

The presence of well-equipped language laboratories is fundamental to effective language acquisition. Adequate resources, including audio-visual materials, interactive software, and up-to-date linguistic tools, provide students with immersive and practical language learning experiences. Poorly equipped laboratories can hinder the learning process. The inadequately equipped language laboratories contribute to academic failure in oral English among students, emphasizing the necessity for sufficient resources to facilitate effective language learning (Adebayo, 2019).

Therefore, ensuring that language laboratories are well-resourced is crucial for fostering students' language proficiency. These initiatives align with the National Policy on Education's emphasis on providing functional education that promotes language competence to prepare students for societal participation and economic challenges (Federal Republic of Nigeria [FRN], 2014).

Motivation is a critical determinant of success in language learning. Students with high levels of motivation are more likely to engage actively with language learning activities, persist through challenges, and achieve higher proficiency levels. Research indicates that learners' attitudes and motivation significantly correlate with their English language proficiency. For instance, a study reviewing factors influencing English proficiency gains found that motivated learners tend to employ more effective learning strategies and exhibit greater language achievement (Nguyen & Gu, 2019). In the context of the University of Benin, fostering an environment that enhances student motivation, such as incorporating engaging materials and recognizing student progress can lead to improved language proficiency outcomes.

The strategies that students employ in their language learning journeys more often than not impact their proficiency development. Effective learning strategies, including cognitive, metacognitive, and social strategies, enable students to process and internalize language more efficiently. Research has shown that proficient language learners often utilize a diverse range of strategies tailored to their learning contexts. For example, a review of factors influencing English proficiency highlighted that learners who actively employ various strategies tend to achieve higher language proficiency levels (Nguyen & Gu, 2019). At the University of Benin, encouraging students to identify and adopt effective learning strategies can enhance their engagement with language laboratory resources and promote proficiency development.

According to Al-Emiran et al, (2022) technology-based education and language learning motivation found that the use of digital tools enhances learners' interest and motivation, leading to

improved language proficiency. Equipping the University of Benin's English language laboratory with modern technological resources can create a dynamic learning environment that supports students' language development. It is against this backdrop that this study seeks to examine the factors influencing students' use of the English language laboratory in the development of language proficiency in the Department of English and Literature, University of Benin, Benin City.

### **Statement of the Problem**

The English language laboratory is ideally conceived as a dynamic and resource-rich environment, designed to foster students' language proficiency through immersive and interactive learning experiences. In a well-functioning educational setting, such a laboratory would be equipped with advanced technological tools, high-quality audio-visual materials, and interactive software, all of which are essential for facilitating effective language acquisition. Students in this environment would be highly motivated, employing a variety of strategic learning techniques to maximize their engagement and learning outcomes. Moreover, the integration of modern digital tools would personalize the learning process, resulting in improved pronunciation, listening comprehension, and overall language proficiency. However, despite these potential benefits, several critical challenges continue to undermine the effective utilization of English language laboratories, particularly at the University of Benin. A major issue is the unavailability of an adequately equipped English language laboratory. Many existing facilities are either outdated or lack essential linguistic tools, which severely limits students' opportunities to engage in meaningful language learning exercises. This problem is further compounded by the lack of well-trained personnel who are proficient in the use and management of the language laboratory. Without skilled instructors to guide and support students, the laboratory's potential remains largely untapped.

Additionally, the persistence of traditional, teacher-centered methods of instruction and the predominant use of theoretical teaching approaches further hinder the effectiveness of language

laboratories. Instead of leveraging interactive and practical activities that foster language skills, many instructors continue to rely on outdated pedagogical methods that do not fully exploit the laboratory's capabilities. This situation is exacerbated by the absence of a national policy on education specifically addressing the use of English language laboratories, resulting in a lack of standardized guidelines and support for their integration into the curriculum. The Chief Examiner's report in 2019 has consistently highlighted these issues, noting that the poor state of language laboratories, the inadequacy of trained personnel, and the continued reliance on theoretical teaching methods contribute to students' low proficiency levels in English. The report also points out that many students lack the necessary cognitive, metacognitive, and social learning strategies required for effective language acquisition, further diminishing the impact of the laboratory. Given these challenges, this study is necessary to examine the factors influencing students' use of the English language laboratory in the University of Benin.

### **Research Questions**

The following research questions were raised to guide the study:

1. What type of resources are available in the English Language Laboratory?
2. How do students perceive the quality of these resources?
3. To what extent do language laboratory resources influence students' engagement in language learning activities?
4. Is there a relationship between the quality of language laboratory resources and students' proficiency development?
5. What challenges affect the effective use of the language laboratory by students?

## **Purpose of the Study**

The main purpose of this study is to examine Factors Influencing Students' Use of English Language Laboratory in the Development of Language Proficiency in the Department of English and Literature, University of Benin, Benin City; specifically, this study sought to:

1. identify the types of resources available in the English Language Laboratory.
2. investigate students' perceptions of the quality of resources in the English Language Laboratory.
3. evaluate the extent to which language laboratory resources influence students' engagement in language learning activities.
4. examine the relationship between the quality of language laboratory resources and students' proficiency development.
5. assess the challenges affecting the effective use of the English Language Laboratory by students.

## **Research Hypothesis**

Research questions one, two, three, and five will be answered while research question four is presented in the null form:

Ho1: There is no relationship between the quality of language laboratory resources and students' proficiency development.

## **Significance of the Study**

The findings from this study will be beneficial to students, teachers, curriculum planners, ministry of Education and the Society at large. The use of English language laboratory will give the students or learners the opportunity to practicalise what he or she has learnt in during the teaching and learning process, consequently, knowledge passed unto the students at different levels

of education should be well planned and properly allied with relevant teaching aids (laboratory) for instance for clarity and comprehensibility.

The findings from this study will help teachers understand how students use the English Language Laboratory to improve their language skills. It will show teachers the best ways to use the lab during lessons and how to encourage more students to take part. This can help teachers plan better lessons and make sure students get the most out of the lab.

Curriculum planners will benefit by learning how the language laboratory can be included in the course structure to support learning. The findings will help them know how much time should be given to lab work and how to test students on what they learn there. This will help make the curriculum more useful and focused on real language practice.

The Ministry of Education will find this study useful because it gives clear information on how language labs can help students. The results can help the ministry make better decisions about funding, training teachers, and setting rules for how laboratories should be used. This can lead to better support for English learning in universities across the country.

The society will also gain from this study because students who speak and write better English can work more effectively in different jobs. Good language skills help people communicate well in both local and international settings. This can help the country grow, as better communication leads to better understanding, teamwork, and success in many areas.

### **Scope/Delimitation of the Study**

This scope of the study examined the Factors Influencing Students' Use of English Language Laboratory in the Development of Language Proficiency. It is delimited to the Department of English and Literature, University of Benin, Benin City. The specific area of concern in this study included the following types of resources that are available in the English language laboratory in the University of Benin, Benin City.

## **Operational Definition of Terms**

The following terms used in this study are defined for clarity:

**Factors:** These refer to the various conditions, challenges, and enabling elements that influence students' ability and willingness to use the English language laboratory in improving their language proficiency.

**Students:** These are individuals enrolled in the Department of English and Literature at the University of Benin who utilize or are expected to utilize the English language laboratory as part of their academic learning process.

**English Language Laboratory:** This is a specialized facility within the Department of English and Literature, University of Benin, equipped with technological tools and instructional resources aimed at enhancing students' practical language learning experience.

**Development:** This signifies the gradual improvement in students' language skills as a result of their engagement with the English language laboratory, leading to increased proficiency in speaking, listening, reading, and writing.

**Language Proficiency:** This refers to students' ability to effectively communicate in English with fluency, accuracy, and confidence, which is influenced by their use of the English language laboratory for practice and learning.

**Department of English and Literature:** This is an academic unit in the University of Benin responsible for the teaching, research, and development of students' English language skills, with the language laboratory serving as an essential facility for enhancing proficiency.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature in this study. It was done under the following subheadings:

- Concept of English Language Laboratory
- Concept of Resources Availability in the English Language Laboratory
- Type of Resources are Available in the English Language Laboratory
- Students Perception of the Quality of the Resources
- The Impact of English Language Laboratory Resources on Students Engagement in Language Learning Activities
- Relationship between the Quality of English Language Laboratory Resources and Students' Proficiency Development
- Challenges affecting the Effective use of the English Language Laboratory by Students
- Possible Ways to Resolving the Challenges affecting the Effective use of English Language Laboratory by Students and Teachers
- Summary of Reviewed Literature

#### **Concept of English Language Laboratory**

The English Language Laboratory (ELL) is an instructional environment designed to enhance the learning of English language skills through the integration of technology and interactive materials. It primarily serves as a dedicated space where learners can practice listening, speaking, pronunciation, and comprehension in a controlled and immersive setting. The concept of the English Language Laboratory has evolved considerably in recent years, reflecting advances in educational technology and language pedagogy, which emphasize learner autonomy, individualized practice, and authentic communication. An English Language Laboratory functions

as a technologically equipped classroom, featuring audio-visual devices, computers, and software designed to provide learners with repeated exposure to authentic English language inputs. As Sharma, Gupta, and Verma (2021) explain, language laboratories allow learners to engage in intensive listening and speaking exercises, which are essential for mastering the English of pronunciation, intonation, and conversational fluency. By enabling students to listen to native or proficient speakers and to record and compare their own speech, these laboratories support the development of accurate oral language skills that are often difficult to cultivate in traditional classroom settings.

The pedagogical foundation of English Language Laboratories aligns with communicative language teaching principles, which prioritize interaction and practical language use over routine memorization. According to Liu, Chen, and Gao (2020), Language laboratories learner-centered approach by enabling individualized learning paths where students can progress at their own pace and focus on particular skills that need improvement. This self-directed learning environment reduces the anxiety commonly associated with speaking a foreign language in front of peers, thus encouraging greater participation and confidence. Moreover, ELLs provide immediate feedback through visual and audio tools, which is critical for effective pronunciation and listening skills development (Liu et al., 2020).

The integration of modern digital tools has further transformed the English Language Laboratory from a static listening centre a more dynamic multimedia environment such as Online platforms, language learning apps, and interactive exercises embedded within ELLs creates opportunities for extensive learning experiences beyond simple audio repetition. For example, Chen and Wang (2022) highlight that the inclusion of virtual reality (VR) and augmented reality (AR) in language laboratories enhances learner engagement by simulating real-life communication scenarios. This immersive technology enables learners to practice language in contextualized

settings, promoting better retention and practical usage. This English Language Laboratories contribute to the development of multiple language competencies, such as listening comprehension, oral fluency, and vocabulary acquisition. As Khan and Ahmed (2019) discuss, repeated exposure to varied speech patterns and accents helps learners develop better auditory discrimination skills, which are essential for understanding English in diverse contexts. Additionally, the opportunity to record and playback speech allows learners to self-monitor their progress and identify errors, fostering autonomous learning and metacognitive awareness. However, the effectiveness of English Language Laboratories depends significantly on their proper integration into language curricula and the expertise of educators. Sharma et al. (2021) emphasize that technology alone cannot guarantee successful language learning outcomes; rather, the instructional design, teacher facilitation, and alignment with pedagogical goals are crucial factors. In Laboratories that lack resources, challenges such as inadequate infrastructure, lack of technical support, and limited teacher training may hinder the optimal use of language laboratories. So, it requires continuous professional development and investment in infrastructure are necessary to maximize the benefits of ELLs.

### **Concept of Resources Availability of the English Language Learning**

The concept of resources availability in English language learning refers to the accessibility and adequacy of necessary materials, tools, technologies, and human resources that facilitate effective teaching and acquisition of the English language. Resources in this context include textbooks, digital tools, authentic materials, technology-enhanced learning platforms, and qualified teachers. The availability of these resources significantly impacts learners' engagement, motivation, and overall language proficiency development, and has become increasingly critical in today's evolving education. A key dimension of resource availability is the integration of technology in English language teaching and learning. Hasumi (2024) highlights how the rapid advances in technology have expanded the resources available for English language learners

(ELLs). With mobile-assisted language learning (MALL), computer-assisted language learning (CALL), and technology-enhanced language learning (TELL), learners now access digital tools such as language learning apps, multimedia, speech-to-text, and interactive platforms that support flexible, learner-centered, and authentic language practice. This widespread availability of digital resources empowers learners to engage in autonomous and self-paced learning beyond the confines of traditional classrooms (Hasumi, 2024).

The availability of authentic English language materials is also emphasized by education experts advocating for real-world language use. According to a 2024 British Council report, exposure to authentic materials such as newspapers, videos, and real conversational texts enables learners to develop communicative competence. These materials help bridge the gap between theoretical knowledge and practical language usage, which is crucial for learners in preparing for real-life interactions in global contexts. The report further notes that resource availability includes not only physical or digital materials but also the opportunities for learners to encounter English in meaningful, contextualized settings (British Council, 2024).

Teacher-related resources constitute another critical facet of resource availability. The availability of qualified and well-trained English language teachers directly influences learners' language outcomes. OECD (2024) research reveals that sufficient teacher resources, including professional development opportunities and teaching aids, are fundamental to fostering effective English learning environments. Where teaching personnel lack adequate resources or training, learners' progress and motivation often decline, underscoring the importance of sustained investment in teacher preparation and support (OECD, 2024).

Despite these advances, resource availability in English learning remains uneven globally and regionally, often constrained by economic and infrastructural limitations. Ndahayo (2024), examining computer-assisted language learning in secondary education, found disparities in access

to technological resources like computers and internet connectivity, especially in less developed regions. Such disparities create challenges for equitable English language education and call for policies aimed at bridging resource gaps to ensure all learners benefit from modern teaching methodologies and tools. In addition to tangible resources, psychological and motivational resources have gained attention in recent literature. The presence of accessible learning resources boosts learners' motivation, which in turn positively impacts language acquisition (Elaish et al., 2019). When learners perceive that resources such as interactive language apps or authentic English content are readily available, they tend to take greater initiative and develop autonomy in learning. Thus, resource availability is not only about the physical or digital tools but also about creating an environment that nurtures learner engagement and independence.

The relevance of resource availability in inclusive language learning environments, Crompton (2024) discusses how artificial intelligence (AI)-powered tools offer tailored support for diverse learner needs, including language learners with disabilities, by providing adaptable resources that accommodate different learning styles and paces. This development broadens the concept of resource availability to encompass adaptive and personalized learning aides that enhance accessibility and inclusivity in English language education.

### **Type of Resources Available in the English Language Laboratory**

The English Language Laboratory (ELL) serves as an essential pedagogical environment designed to facilitate the learning and practice of English language skills through various technological and instructional resources. The availability and effective use of different types of resources in the laboratory influence the quality of language learning, offering students multiple modes of engagement with the language. These resources can be broadly categorized into audio resources, visual resources, digital tools, and printed materials, all of which play complementary roles in enhancing listening, speaking, reading, and writing skills.

Audio resources constitute the backbone of many English Language Laboratories. Traditionally, these include cassette tapes, CDs, and now more commonly, digital audio files that contain recordings of native speakers, dialogues, speeches, and language drills. As stressed by Zhang, Xu, & Ma (2021), audio materials enable learners to experience authentic pronunciation, intonation, rhythm, and stress patterns, which are crucial for developing listening comprehension and speaking accuracy. These auditory inputs help learners familiarize themselves with various accents and real-life conversational contexts, fostering their ability to decode and reproduce natural speech patterns effectively. The use of headphones in ELLs further allows learners to engage in focused listening without distractions, which enhances concentration and retention.

Visual resources in English Language Laboratories typically include video clips, films, slides, and multimedia presentations. These visual aids complement audio resources by providing contextual clues through facial expressions, gestures, and situational backgrounds, which enrich learners' comprehension and cultural awareness. According to Li, Wu, and He (2020), incorporating video materials into language learning environments helps bridge the gap between abstract language structures and their practical application in everyday communication. Videos depicting conversations, interviews, or storytelling create immersive scenarios that encourage learners to practice comprehension and critical thinking. Moreover, visual content can be paused, replayed, or analyzed, allowing learners to scrutinize language usage closely, thereby enhancing both receptive ( listening and reading) and productive skills ( writing and speaking).

Digital tools and computer-assisted language learning (CALL) software represent a rapidly growing category of resources in modern English Language Laboratories. These include language learning apps, interactive exercises, pronunciation software, and virtual reality (VR) environments. Digital platforms provide immediate feedback and adaptive learning paths tailored to individual proficiency levels, promoting learner autonomy and motivation. For example, studies by

Thompson and Lee (2022) demonstrate that interactive software enables learners to practice vocabulary, grammar, and pronunciation, making the learning process engaging and effective. Additionally, digital recorders and speech recognition software allow learners to record and analyze their speech, facilitating self-assessment and corrective practice. These tools are invaluable for providing personalized learning experiences that cater for diverse learner needs.

Printed materials, although more traditional, remain an integral resource within English Language Laboratories. These include textbooks, workbooks, worksheets, phonetic charts, and flashcards, which support structured learning and provide tangible reference points for learners. According to Ahmed and Sultana (2023), combining printed resources with technological tools creates a multimodal learning environment that reinforces language concepts through varied sensory inputs. Textbooks and worksheets can guide learners through exercises that consolidate language structures, while phonetic charts help in understanding and practicing sound patterns systematically. Flashcards and other visual aids also serve as effective tools for vocabulary acquisition and retention.

The integration of these resources in the English Language Laboratory must be carefully managed to maximize their pedagogical value. Teachers play a critical role in selecting appropriate materials based on learners' proficiency, learning objectives, and contextual factors. Furthermore, the interplay between resources ensures that learners receive comprehensive exposure to the language, enabling them to develop balanced receptive and productive skills. As highlighted by Kim, Park, and Lee (2019), resource diversity fosters learner engagement and addresses multiple learning styles, thereby improving overall language proficiency.

### **Students Perception on the Quality of Resources**

Students' perceptions of various laboratory resources such as, audio resources, visual resources in English language laboratories, digital tools and computer-assisted language learning

(CALL) software, and printed materials, are important in shaping their engagement and effectiveness in language learning. These perceptions are influenced by factors such as accessibility, relevance, and the integration of these resources into the learning environment.

Audio and visual resources are integral components of English language laboratories, offering immersive experiences that enhance listening and speaking skills. A study by Fitria et al. (2022) revealed that students perceive audio-visual materials as engaging and beneficial for improving listening comprehension. Similarly, Shafira (2023) found that audio-visual materials positively impact students' motivation and understanding across various language skills. These resources provide contextual learning experiences, making abstract language concepts more tangible and relatable. In Nigeria, the use of authentic audio-visual materials has shown significant benefits. Wilcox et al. (2024) demonstrated that incorporating authentic materials in listening comprehension classes improved students' ability to identify specific information. However, challenges such as the availability of relevant materials and technological infrastructure can affect the consistent use of these resources.

Despite the importance of the above mentioned, adoption rates among Nigerian students remain low. A study by Adejumo et al. (2014) indicated that only 23% of secondary school students utilized CALL applications, with factors such as parental education level and school type influencing adoption. Similarly, Angitso and Taiwo (2015) highlighted the limited availability of pedagogical materials for Nigerian languages, which hampers the effectiveness of CALL in promoting indigenous language learning. Nevertheless, the integration of CALL in language education has shown proven advantage. Sulaiman et al. (2022) emphasized that CALL enhances literacy skills, pronunciation, and vocabulary development. To maximize the benefits of digital tools, there is a need for increased investment in infrastructure, teacher training, and the development of culturally relevant content.

Printed materials remain a fundamental laboratory resource in English language learning, offering structured content and ease of access. Onwubiko (2022) found that student-librarians in Nigeria still prefer print materials over electronic resources, citing familiarity and ease of use. However, the shift towards digitalization necessitates a hybrid approach that combines the strengths of both print and electronic materials. Tella et al. (2018) observed that while students appreciate the convenience of e-books, challenges such as eye strain and the cost of e-readers can hinder their usage. Incorporating printed materials in the laboratory that reflect local uses and languages can enhance relevance and engagement. The African Storybook initiative addresses this by providing openly licensed picture storybooks in various African languages, promoting literacy development through culturally appropriate content (Welch et al., 2014).

### **The Impact of English Language Laboratory resources on Students Engagement in Language Learning Activities**

The extent to which English language laboratory resources influence students' engagement in language learning activities has been a subject of considerable academic interest, because of the role of technology in education and the growing emphasis on active learning approaches. English language laboratories (ELLS) are designed to provide learners with opportunities to practice listening, speaking, pronunciation, and comprehension skills in controlled, supportive environments. The degree to which these resources foster student engagement depends largely on the availability, accessibility, and quality of the technological tools, as well as on the pedagogical strategies employed.

Language laboratory resources enhance learners' motivation and active participation in language learning activities. According to Li and Ni (2021), well-equipped language laboratories that offer multimedia tools, interactive software, and authentic language input create a stimulating environment that encourages students to engage more deeply with the material. These resources offer multimodal learning experiences, integrating auditory, visual, and kinesthetic elements,

which cater to diverse learning styles and thus increase learners' involvement. This finding aligns with the cognitive theory of multimedia learning proposed by Mayer (2020), which suggests that students learn better when information is presented through multiple channels, enhancing their attention and retention. Moreover, language laboratories provide learners with immediate feedback and opportunities for self-paced learning, which are critical factors in maintaining sustained engagement. According to Tella et al. (2018), the use of language lab software that allows for instant playback and correction of pronunciation and intonation fosters learner autonomy and self-efficacy. This autonomy enhances intrinsic motivation, which has been widely associated with greater engagement in learning tasks (Deci & Ryan, 2019). The ability to repeat exercises and monitor progress enables students to set personal goals, thereby fostering a sense of ownership and responsibility for their language development.

Another critical dimension is the role of language laboratories in creating a low-anxiety environment conducive to experimentation and practice. Horwitz, Horwitz, and Cope (2020) emphasize that affective factors such as anxiety and fear of negative evaluation often inhibit oral language practice in traditional classroom settings. Language labs, by contrast, offer a more private and less judgmental context, encouraging students to practice without fear, thus enhancing their willingness to participate actively. The safe environment provided by ELLs, combined with engaging resources, contributes to increased frequency and quality of student interaction with language tasks.

It is also important to note that the influence of English language laboratory resources on student engagement is mediated by the instructor's competence and the integration of these resources into the curriculum. Richards and Rodgers (2022) argue that technology alone does not guarantee engagement; effective pedagogical practices that incorporate language laboratory activities into meaningful communicative tasks are essential. Teachers' ability to design tasks that

are relevant and challenging while leveraging the affordances of language laboratory technology determines the level of student engagement. When language labs are used merely as passive listening tools, their potential to engage learners diminishes significantly.

Empirical studies provide further evidence of the positive impact of language labs on engagement. For instance, a study by Al-Jarf (2020) opined that Saudi EFL learners using language laboratory resources reported higher levels of participation, enthusiasm, and confidence in speaking activities compared to those in traditional classrooms without access to such resources. Study showed that students taught speaking using an English language laboratory scored higher in speaking ability post-test (55.13%) compared to those who did not use the lab (44.87%). The difference was statistically significant, indicating enhanced speaking performance through language lab use ( $t_{obs} 8.031 > t_{table} 2.010$ ;  $p=0.05$ ). Similarly, Uysal and Korkmaz (2021) demonstrated that Turkish learners who regularly used language labs showed improved engagement scores on standardized engagement scales, correlating with higher language proficiency outcomes. However, the extent of influence can vary depending on factors such as infrastructural quality, learner digital literacy, and cultural attitudes toward technology in education

### **Relationship between Quality of English Language Laboratory Resources and Students' Proficiency Development**

The relationship between the quality of English language laboratory resources and students' proficiency development is a critical area of inquiry, particularly in multilingual contexts such as Nigeria, where English serves as a second language, the primary medium of instruction and in some homes the English Language is been taken a L1 ( mother tongue). The efficacy of language laboratories in enhancing students' proficiency is contingent upon several factors, including the availability of modern equipment, the pedagogical competence of lecturers, and the integration of these resources into the broader curriculum. English Language laboratories are designed to provide students with immersive environments that facilitate the acquisition of

listening, speaking, reading, and writing skills. For instance, Akpan (2020) conducted a study assessing the impact of language laboratories on the teaching and learning of English pronunciation among undergraduates in Nigerian tertiary institutions. The findings revealed that students who had access to well-equipped language laboratories demonstrated marked improvements in their pronunciation skills compared to those who did not. This underscores the importance of investing in quality language laboratory resources to enhance language proficiency.

The effectiveness of language laboratories is also influenced by the qualifications and pedagogical approaches of language instructors. Odey (2024) examined the impact of teachers' qualifications and teaching methods on students' communicative competence in Benue State, Nigeria. The study found that students taught by highly qualified teachers who employed communicative teaching strategies exhibited higher levels of proficiency. This suggests that the benefits of language laboratories can be maximized when instructors are adequately trained to integrate these resources into their teaching practices effectively. However, several challenges impede the optimal utilization of language laboratories in Nigerian educational institutions. Obiefuna and Oruwari (2015) highlighted issues such as inadequate funding, lack of modern equipment, and insufficient training for teachers as significant barriers. These challenges often result in underutilized or poorly maintained language laboratories, limiting their potential impact on students' language development. Moreover, in regions such as the North, West, and East of Nigeria, the dominance of the local languages and the language of the immediate environment significantly impede students' English proficiency. Unlike in Benin City, where language interference may be less pronounced, students in these areas often use their indigenous languages extensively in daily communication. This habitual use reduces their opportunities to practice English outside the classroom, thereby limiting their ability to reinforce and develop their English language skills effectively. Such environmental linguistic influences are critical barriers to English language acquisition and fluency in these regions.

## **Challenges affecting the Effective use of the English Language Laboratory by Students**

The effective use of English language laboratories in Nigerian educational institutions is pivotal for enhancing students' proficiency in oral and aural aspects of the language. However, several challenges impede the optimal utilization of these laboratories.

### **1. Inadequate Infrastructure and Resources**

A primary challenge is the lack of adequate infrastructure and resources necessary for the effective functioning of language laboratories. Many Nigerian schools and tertiary institutions suffer from insufficient or poorly maintained language laboratory facilities. For instance, a study by Akpan (2020) highlighted that the absence of functional language laboratories in Nigerian tertiary institutions hampers the teaching and learning of English pronunciation. The study emphasized that the lack of modern equipment and materials in language labs adversely affects students' ability to practice and improve their language skills. Similarly, Ogbonna (2019) noted that the shortage of teaching materials and malfunctioning equipment in schools significantly hinder the effective teaching and learning of English language.

### **2. Insufficiently Trained Personnel**

The effectiveness of language laboratories is heavily reliant on the competence of the instructors and technical staff managing them. In many cases, teachers lack the necessary training to utilize language lab equipment effectively. Akpan (2020) observed that lecturers often do not possess the requisite qualifications or training to teach phonological and diction aspects of English Language using language laboratory facilities. This deficiency in training leads to underutilization or misuse of the available resources, thereby diminishing the potential benefits of language labs. Furthermore, Ogbonna (2019) pointed out that the lack of adequately trained teachers in schools contributes to the challenges in teaching English language effectively.

### 3. Large Class Sizes

Overcrowded classrooms pose a significant barrier to the effective use of language laboratories. In many Nigerian schools, the student-to-teacher ratio is disproportionately high, making it challenging to provide individualized attention during language lab sessions. A study conducted in Edo State revealed that classes often have over seventy students, making it difficult for teachers to manage and effectively utilize language labs. This overcrowding limits students' opportunities to engage in interactive and personalized language learning experiences, which are essential for developing proficiency.

### 4. Interference from Mother Tongue or Regional Accents

The multilingual and multicultural society of Nigeria linguistic diversity presents challenges in English language acquisition. Students often experience interference from their native languages, which affects their pronunciation and comprehension of English. Usman (2014) identified mother tongue interference as a major challenge in teaching oral English in Nigerian high schools. This interference is particularly problematic in language laboratories, where the focus is on developing accurate pronunciation and listening skills. The influence of native languages can hinder students' ability to understand English phonetics and intonation.

### 5. Negative Attitudes and Lack of Motivation

Students' attitudes towards the English language and the use of language laboratories significantly impact their learning outcomes. A lack of interest or motivation to engage with language lab activities can stem from various factors, including previous negative experiences, lack of understanding of the benefits, or cultural perceptions. A study by Francis Shola carried out in Ilorin West Local Government of Kwara State found that students often lack interest in using language laboratories, which affects the effectiveness of oral English teaching, Akpan (2020).

Addressing these attitudinal challenges requires concerted efforts to raise awareness about the importance of language labs and to create engaging, student-centered learning environments.

### **Possible Ways to Resolving the Challenges affecting the Effective use of English Language**

The effective use of English language laboratories in Nigerian educational institutions faces challenges such as inadequate infrastructure and resources, insufficiently trained personnel, large class sizes, interference from mother tongues or regional accents, and negative attitudes or lack of motivation among students.

#### **1. Improvement and Modernization of Infrastructure and Resources**

To overcome the challenge of inadequate infrastructure, educational institutions should prioritize the provision and regular maintenance of modern language laboratory equipment. Governments and school authorities must allocate sufficient funding to establish fully equipped and functional language laboratories. Provision of computer-based language learning tools, audio recorders, and internet facilities can significantly enhance the learning experience (Ebiyeladoh et al., 2023). Adequate infrastructure ensures that students have access to the necessary materials to practice oral and aural English skills effectively.

#### **2. Training and Capacity Building for Personnel**

Teachers and technical staff managing language laboratories must receive specialized training to utilize the equipment efficiently. Professional development programs focusing on phonology, diction, and technological skills should be organized regularly (Akpan, 2020). Such training will address the knowledge gap among instructors, enabling them to deliver interactive and practical language lessons, thus maximizing the benefits of language laboratories.

### 3. Reducing Class Sizes and Enhancing Individualized Attention

Educational policy reforms should limit the number of students per class to allow for better management of language lab sessions. Smaller class sizes facilitate individualized attention and student engagement during oral practice exercises (Ogbonna, 2019). Schools could implement scheduling strategies to divide large classes into smaller groups for language laboratory use, thus ensuring that every student gets ample time and support for language practice.

### 4. Addressing Mother Tongue Interference Through Targeted Language Support

To mitigate the influence of native languages on English pronunciation, supplementary language support programs can be introduced. These programs can provide focused training on English phonetics, intonation, and listening comprehension using multimedia and interactive tools available in language labs (Usman, 2014). Additionally, cultural competence training for teachers can help them design lesson content that directly addresses linguistic interference challenges.

### 5. Promoting Positive Attitudes and Motivation Among Students

Enhancing students' motivation to use language laboratories requires creating engaging and student-centered learning environments. Educators should emphasize the benefits of language laboratories in improving communication skills and incorporate gamified language activities and real-life communication scenarios (Francis Shola, as cited in Akpan, 2020). Awareness campaigns on the importance of oral English proficiency and success stories of improved outcomes through lab use will also help shift negative perceptions and encourage active participation.

## **Summary of Reviewed Literature**

The reviewed literature revealed that the English Language Laboratory (ELL) served as a vital component in modern English language instruction, offering a technologically enhanced and learner-centered environment for the development of key language skills. Studies showed that the

integration of traditional audio-visual methods with contemporary digital innovations in ELLs addressed persistent challenges in language acquisition, particularly in listening and speaking proficiency. The literature further indicated that when these laboratories were effectively implemented and supported by skilled instructors, they significantly contributed to improved learner outcomes and provided versatile platforms for immersive and personalized language learning experiences. Also, the reviewed literature demonstrated that the resources available in English Language Laboratories, including audio materials, visual aids, digital tools, and printed documents each played a unique role in supporting language learning. Audio resources enhanced auditory skills, visual aids improved contextual understanding, digital tools facilitated interactive and personalized experiences, and printed materials offered structural guidance. The effective integration of these resources, guided by pedagogical expertise, was found to enhance learner motivation, autonomy, and competence. Furthermore, the literature showed that students' perceptions of resource quality depended on factors such as relevance, accessibility, interactivity, cultural inclusivity, and authenticity. High-quality library resources were those that engaged students actively and reflected their diverse backgrounds and needs.

The reviewed studies also highlighted that English Language Laboratory resources had a substantial positive impact on student engagement by creating multisensory, interactive, and autonomous learning environments. These environments were noted to reduce language anxiety and foster motivation, though the positive influence depended on the quality of resources, effective integration of technology, and the broader socio-cultural and infrastructural context. Moreover, the literature emphasized that the quality of ELL resources played a vital role in students' proficiency development, especially in pronunciation and listening comprehension. However, challenges such as inadequate funding, insufficient equipment, and lack of teacher training were identified as significant barriers to realizing the full potential of language laboratories. The reviewed literature

concluded that addressing these challenges through comprehensive infrastructural investment and pedagogical innovation was essential for fostering English language proficiency.

Lastly, the literature revealed that the challenges affecting the effective use of English language laboratories in Nigeria were mouthwatering, including infrastructural deficits, overcrowded classrooms, linguistic interference, and negative student attitudes. It was suggested that a holistic approach encompassing investment in infrastructure, professional development, curriculum adjustments, and strategies to foster positive attitudes was necessary to enhance the efficacy of language laboratories and improve students' academic performance in English.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter presents the methods and procedures that the researcher employed in carrying out this study. They are as follow:

- Research Design
- Population of the 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 involved 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 that investigated the factors influencing students' use of the English language laboratory in the development of language proficiency in the Department of English and Literature, University of Benin, Benin City.

### **Population of the Study**

The population for the study comprised the five hundred and eighty-eight (588) English and Literature students in the Department of English and Literature, University of Benin, Benin City.

### **Sample and Sampling Technique**

The sample size for this study comprised 100 students drawn from the English and Literature student; of Department of English and Literature, University of Benin. Simple random sampling was used to give both English and Literature Education students and English and Literature Arts students an equal chance of selection, ensuring that the sample was representative of the population.

### **Research Instrument**

The study used a well-structured and objective questionnaire called the “Factors Influencing Students' use of the English Language Laboratory in the Development of Language Proficiency in the Department of English and Literature, University of Benin, Benin City” (FISUELLDLPDELUBBC). The questionnaire is structured as a single part which elicits information about the study. The responses were rated on a modified 4- point Likert rating scale: Strongly Agree ( 4), Agree (3), Disagree (2), and Strongly Disagree (1).

### **Validity of the Instrument**

To ensure the validity of the research instrument, the research employed face and content validation techniques. The research instrument will be submitted to the researcher’s supervisor and other two professionals in the Department of Educational Foundations, University of Benin, who will review it for clarity, relevance to the research objectives, and appropriate coverage of the intended content. The supervisor’s feedback will ensure that the instrument accurately measure the desired information. Following revisions, corrections, and approval, the instrument will ready for data collection.

**Reliability of the Instrument**

A reliability test would be carried out on the research instrument in order to ascertain the degree to which the instrument yielded consistent results. Twenty respondents who were not part of the population responded to the instrument. The data would be collected and Cronbach's Alpha would be used to measure the consistency as it calculates all the variables of the test.

**Method of Data Collection**

In collecting data for this research, the researcher will administer the instrument for this study to all the sampled respondents. The questionnaire consisted of questions related to the study only. Upon answering the questionnaire, the researcher would retrieve all the copies from the respondents and proceed for data analysis.

**Method of Data Analysis**

The data collected would be analyzed using mean scores and percentage statistics. Any mean score from 2.50 and above would be regarded as "Agree", while mean scores below 2.50 would be tagged "Disagree".

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data collected for this study. The presentation analysis is based on the separate consideration of each research questions formulated. The following are the results which are shown in tabular forms and discussed.

#### Presentation of Items

**Research Question One: What type of Resources are Available in the English Language Laboratory?**

**Table 1: Type of Resources Available in the English Language Laboratory**

S/N	Items	N	Mean	Standard Deviation	Decision
1	Audio recorders for listening and speaking practice are available in the English language laboratory.	100	3.20	.97	Agree
2	Functional computers with English learning software are provided in the English language laboratory.	100	2.29	0.78	Disagree
3	Headsets and microphones for oral practice are available in the English language laboratory.	100	2.79	1.20	Agree
4	English grammar and phonetics instructional materials are accessible in the English language laboratory.	100	2.39	.92	Disagree
5	Projectors and audiovisual equipment for teaching English are available in the English language laboratory.	100	3.02	.98	Agree

**Decision Rule: Mean (X) = 2.50**

The interpretation of Research Question One, based on Table 1, reveals the availability of resources in the English Language Laboratory. Respondents agree that audio recorders for listening and speaking practice are available (mean = 3.20). They disagree that functional computers with English learning software are provided (mean = 2.29). Additionally, respondents agree that headsets and microphones for oral practice are available (mean = 2.79). They also disagree that

English grammar and phonetics instructional materials are accessible (mean = 2.39). Furthermore, respondents agree that projectors and audiovisual equipment for teaching English are available in the laboratory (mean = 3.02). In conclusion, the English Language Laboratory is perceived to have key audio resources and audiovisual equipment to support learning, while some essential software and instructional materials are lacking or insufficiently available.

## Research Question 2: How do students perceive the quality of these resources?

**Table 2: How Students Perceive the Quality of the Resources**

S/N	Items	N	Mean	Standard Deviation	Decision
6	The audio recorders in the laboratory are modern and reliable.	100	3.33	1.10	Agree
7	The computers in the English laboratory are in good working condition.	100	2.34	.85	Disagree
8	The headsets and microphones are comfortable and easy to use	100	3.87	1.05	Agree
9	The laboratory materials are up-to-date and relevant to my language needs.	100	2.77	0.03	Agree
10	The projector in the laboratory displays clear visuals.	100	2.85	.95	Agree

**Decision Rule: Mean (X) = 2.50**

The interpretation of Research Question Two, based on Table 2, reveals students' perception of the quality of resources in the English Language Laboratory. Students agree that the audio recorders in the laboratory are modern and reliable (mean = 3.33). They disagree that the computers in the laboratory are in good working condition (mean = 2.34). Furthermore, students agree that the headsets and microphones are comfortable and easy to use (mean = 3.87). They also agree that the laboratory materials are up-to-date and relevant to their language needs (mean = 2.77). In addition, students agree that the projector in the laboratory displays clear visuals (mean = 2.85). In conclusion, students perceive the quality of key audio equipment and instructional materials as satisfactory, while the condition of the computers is viewed as inadequate.

**Research Question Three: To what extent do Language Laboratory Resources Influence Students' Engagement in Language Learning Activities?**

**Table 3: The extent Language Laboratory Resources Influence Students' Engagement in Language Learning Activities.**

S/N	Items	N	Mean	Standard Deviation	Decision
11	The resources in the English laboratory make me more active in class activities.	100	3.41	.87	Agree
12	I participate better in language lessons when I use the laboratory.	100	2.92	1.04	Agree
13	The English laboratory resources make learning more interesting for me.	100	2.81	.91	Agree
14	I spend more time practicing English skills because of the laboratory resources.	100	2.14	.57	Disagree
15	The resources in the laboratory increase my motivation to learn English.	100	2.97	.61	Agree

**Decision Rule: Mean (X) = 2.50**

The interpretation of Research Question Three, based on Table 3, reveals the extent to which Language Laboratory resources influence students' engagement in language learning activities. Students agree that the resources in the English laboratory make them more active in class activities (mean = 3.41). They also agree that they participate better in language lessons when using the laboratory (mean = 2.92). Furthermore, students agree that the laboratory resources make learning more interesting for them (mean = 2.81). However, they disagree that they spend more time practicing English skills because of the laboratory resources (mean = 2.14). Additionally, students agree that the resources increase their motivation to learn English (mean = 2.97). In conclusion, Language Laboratory resources are perceived to positively influence student engagement, participation, interest, and motivation in language learning, although they do not strongly encourage more practice time.

**Research Question 4: Is there a Relationship between the Quality of Language Laboratory Resources and Students' Proficiency Development?**

**Table 4: Relationship between the Quality of Language Laboratory Resources and Students' Proficiency Development.**

S/N	Items	N	Mean	Standard Deviation	Decision
16	The quality of the laboratory resources improves my English grammar skills.	100	3.11	.87	Agree
17	Good quality resources in the laboratory help me to speak English more fluently.	100	2.87	1.11	Agree
18	The quality of the laboratory resources makes it easier for me to understand English lessons.	100	3.01	.91	Agree
19	My listening and pronunciation skills improve because of the quality of the laboratory resources.	100	3.14	1.13	Agree
20	The better the quality of the resources in the laboratory, the faster I develop proficiency in English.	100	2.74	.61	Agree

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**Decision Rule: Mean (X) = 2.50**

The interpretation of Research Question Four, based on Table 4, reveals the relationship between the quality of Language Laboratory resources and students' proficiency development. Students agree that the quality of the laboratory resources improves their English grammar skills (mean = 3.11). They also agree that good quality resources help them speak English more fluently (mean = 2.87). Furthermore, students agree that the quality of resources makes it easier for them to understand English lessons (mean = 3.01). They agree that their listening and pronunciation skills improve because of the quality of the laboratory resources (mean = 3.14). Additionally, students agree that better quality resources in the laboratory accelerate their proficiency development in English (mean = 2.74). In conclusion, there is a positive relationship between the quality of Language Laboratory resources and students' development of English proficiency skills.

**Research Question Five: What Challenges affect the Effective use of the Language Laboratory by students?**

**Table 5: Challenges affecting the Effective use of the Language Laboratory by students.**

S/N	Items	N	Mean	Standard Deviation	Decision
21	I find it difficult to use the English laboratory because some equipment is faulty.	100	2.90	.93	Agree
22	Limited access to the laboratory reduces how often I practice English.	100	2.54	1.03	Agree
23	I am discouraged from using the laboratory due to irregular electricity supply.	100	2.14	.96	Disagree
24	Lack of enough resources in the laboratory affects my learning.	100	2.77	0.03	Agree
25	Technical problems in the laboratory limit how effectively I use it.	100	2.85	.95	Agree

**Decision Rule: Mean (X) = 2.50**

The interpretation of Research Question Five, based on Table 5, reveals the challenges affecting the effective use of the Language Laboratory by students. Students agree that they find it difficult to use the English laboratory because some equipment is faulty (mean = 2.90). They also agree that limited access to the laboratory reduces how often they practice English (mean = 2.54). However, students disagree that irregular electricity supply discourages them from using the laboratory (mean = 2.14). Furthermore, they agree that a lack of enough resources in the laboratory affects their learning (mean = 2.77). Additionally, students agree that technical problems in the laboratory limit how effectively they use it (mean = 2.85). In conclusion, faults in equipment, limited access, insufficient resources, and technical issues are perceived as significant challenges to effective laboratory use, while irregular electricity supply is not seen as a major discouragement.

## **Discussion of Findings**

The findings reveals several key insights aligning with existing literature on language laboratory use and its impact on language proficiency development. The study found that while essential audio and audiovisual resources are available in the laboratory, some important instructional materials and functional computers with language software are lacking, which impacts the overall resource quality and accessibility. This is consistent with findings by Olufunke (2024), who noted that accessibility and availability of functional equipment directly affect the efficacy of language laboratories in enhancing language skills in tertiary institutions. Students perceived the quality of available resources, such as audio recorders and headsets, to be modern, reliable, and comfortable, which positively influenced their engagement and motivation in language learning activities. However, computer equipment was generally viewed as inadequate. These perceptions corroborate a study by Nhan et al. (2024), which emphasized that high-quality, user-friendly equipment in language labs enhances students' willingness to participate actively and improves their learning outcomes. Moreover, the laboratory resources were found to make class activities more interesting and motivate students, although they did not strongly increase the time students spent practicing outside of class, echoing the findings of Tuyishime (2024) that while technology makes learning platforms engaging, extrinsic factors such as access hours and supervision affect usage duration.

Regarding the impact on language proficiency, students agreed that the quality of the resources positively influenced their grammar, fluency, listening, and pronunciation skills. The perceived relationship between high-quality lab resources and accelerated language proficiency development aligns with the conclusions of a study by Adebayo (2020), where the integration of language laboratories significantly improved students' oral English skills and general language competence compared to traditional classroom instruction alone. This finding supports the

constructivist approach (Vygotsky, 1978), which posits that active, technology-enhanced learning environments foster better knowledge assimilation and skill development.

The study also highlighted several challenges that hinder effective laboratory use. Students reported difficulties due to faulty equipment, limited access to the laboratory, insufficient resources, and technical problems, albeit irregular electricity supply was not seen as a major hindrance. These challenges are consistent with research by Zhang (2025), who pointed out that technical issues and limited resource availability are common barriers to optimal language laboratory utilization in academic settings. Furthermore, Nhan et al. (2024) stress that overcoming such challenges requires institutional support through regular maintenance, upgrading equipment, and ensuring adequate access to maximize the benefits of language labs.

The findings collectively underline the critical role that functional, high-quality laboratory resources play in motivating students and supporting their language proficiency development, while also recognizing the infrastructural and accessibility limitations that need addressing. These insights suggest that the University of Benin and similar institutions should prioritize resource improvement, ease of access, and technical support to enhance the educational value of English language laboratories effectively. This resonates with recommendations by researchers like Olufunke (2024) and Adebayo (2020), who advocate for sustained investment in lab facilities and teacher training to maximize these learning environments' potential.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary of Findings

The study examined Factors Influencing Students' Use of English Language Laboratory in the Development of Language Proficiency in the Department of English and Literature, University of Benin, Benin City. Five research questions were raised to guide this study. The study adopted the descriptive survey research design. The population for the study comprised the five hundred and eighty-eight (588) English and Literature students in the Department of English and Literature, University of Benin, Benin City. The sample size for this study comprised 100 students drawn from the English and Literature student; of Department of English and Literature, University of Benin. Simple random sampling was used to give both English and Literature Education students and English and Literature Arts students an equal chance of selection, ensuring that the sample was representative of the population. The instrument used for data collection is a self-structured questionnaire. This instrument was validated by the project supervisor and other lecturers in the Department of Educational Foundations, Faculty of Education, University of Benin. The data gathered was analysed using mean score and standard deviation. The findings from the study are as follows:

1. The study revealed that essential audio and audiovisual resources are available in the English Language Laboratory, but some important instructional materials and functional computers with learning software are insufficient or lacking. This limitation affects the overall quality and accessibility of the laboratory resources.
2. The study showed that students perceive the available audio equipment, such as recorders and headsets, to be reliable and comfortable, which enhances their engagement and motivation in language learning activities. However, the computers and some instructional materials were generally seen as inadequate.

3. The study demonstrated that the resources in the language laboratory positively influence students' engagement, participation, interest, and motivation in English language learning. Nevertheless, these resources do not strongly encourage students to spend more time practicing English outside class.
4. The study revealed a positive relationship between the quality of language laboratory resources and the development of students' English language proficiency, including improvements in grammar, fluency, listening, and pronunciation skills.
5. The study showed that challenges such as faulty equipment, limited access, lack of sufficient resources, and technical problems hinder the effective use of the language laboratory. However, irregular electricity supply was not considered a major barrier to laboratory usage.

## **Conclusion**

From the findings, it could be concluded that the availability and quality of resources in the English Language Laboratory significantly impact students' use of the facility and their language proficiency development. While essential audio and audiovisual tools are generally available and perceived as effective by students, shortcomings in instructional materials and computer software limit the full potential of the laboratory. The students' positive engagement and motivation largely stem from the functionality and comfort of the available equipment, which enhances their classroom participation and language skills, aligning with the core educational goals of the laboratory. The study demonstrated that despite the motivating effect of the laboratory resources on student engagement and proficiency in grammar, fluency, and listening skills, notable challenges such as faulty equipment, limited access, and technical problems detract from the effective use of the laboratory. These challenges highlight institutional and infrastructural gaps that need addressing to optimize the laboratory's role. Ultimately, sustained investment in resource improvement, easier access, and technical support are critical for maximizing the laboratory's

impact on language proficiency development. The findings emphasize that a functional, well-resourced language laboratory is an indispensable environment for fostering active learning, skill acquisition, and student confidence in English language use.

### **Recommendation**

Having carefully analysed the study and obtained definite results, the following recommendations are made:

1. The University of Benin should prioritize upgrading and maintaining functional language laboratory equipment, including computers with updated language learning software, to enhance resource quality and accessibility for students.
2. The Department of English and Literature should ensure the availability of comprehensive and up-to-date instructional materials in the language laboratory to support effective language learning.
3. Laboratory administrators should implement measures to increase students' access to the language laboratory, including flexible scheduling and extended hours, to encourage more frequent and consistent use.
4. Technical support teams should establish regular maintenance protocols and promptly address equipment faults to minimize disruptions and improve laboratory usability.
5. The university's management should invest in continuous training for laboratory facilitators and instructors to optimize the use of language laboratory resources and better assist students in developing language proficiency.

### **Suggestions for Further Study**

1. Aspiring researchers should examine the long-term impact of language laboratory use on students' overall language proficiency development, including speaking, listening, reading, and writing skills, to identify specific areas of sustained improvement and any gaps that require pedagogical attention.
2. In addition, future studies should investigate the institutional factors that affect students' access and utilization of language laboratories, including technical support, resource availability, and scheduling flexibility. This would help to identify best practices for optimizing resource management and overcoming infrastructural limitations.

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**APPENDIX**  
**QUESTIONNAIRE**  
**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**  
**FACULTY OF EDUCATION**  
**UNIVERSITY OF BENIN, BENIN CITY**

**FACTORS INFLUENCING STUDENTS' USE OF ENGLISH LANGUAGE  
LABORATORY IN THE DEVELOPMENT OF LANGUAGE PROFICIENCY IN THE  
DEPARTMENT OF ENGLISH AND LITERATURE, UNIVERSITY OF BENIN, BENIN  
CITY**

Dear Respondent,

**REQUEST FOR YOUR COORPORATION IN COMPLETING THIS QUESTIONNAIRE**

I am a 400-level undergraduate student of the Department and Institution stated above, currently conducting a research titled: "Factors Influencing Students' Use of English Language Laboratory in the Development of Language Proficiency in the Department of English and Literature, University of Benin, Benin City." As part of this study, you have been chosen to participate as a member of the research sample.

I respectfully seek your cooperation by kindly completing the attached questionnaire. Your participation is completely anonymous, and you are not required to disclose your identity. Please be assured that all the information you provide will be used solely for academic purposes and treated with strict confidentiality. You are encouraged to read through each item carefully and respond as truthfully and accurately as possible based on your personal views and experiences. All responses will be kept confidential and applied exclusively for scholarly research.

Thank you.

Yours faithfully,

Researcher

**SECTION A: Demographic Information**

**Gender:** Male ( ) Female ( )

**Level:** 100 ( ), 200 ( ), 300 ( ), 400 ( )

**SECTION B: Presentation of Items**

Key to Responses: SA ( Strongly Agree); A ( Agree); D ( Disagree); SD ( Strongly Disagree).

<b>Q 1</b>	<b>Type of Resources Available in the English Language Laboratory</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
1	Audio recorders for listening and speaking practice are available in the English language laboratory.				
2	Functional computers with English learning software are provided in the English language laboratory.				
3	Headsets and microphones for oral practice are available in the English language laboratory.				
4	English grammar and phonetics instructional materials are accessible in the English language laboratory.				
5	Projectors and audiovisual equipment for teaching English are available in the English language laboratory.				

<b>Q 2</b>	<b>How Students Perceive the Quality of the Resources</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
6	The audio recorders in the lab are modern and reliable.				
7	The computers in the English laboratory are in good working condition.				
8	The headsets and microphones are comfortable and easy to use				
9	The lq materials are up-to-date and relevant to my language needs.				
10	The projector in the laboratory displays clear visuals.				

<b>Q 3</b>	<b>The extent Language Laboratory Resources Influence Students' Engagement in Language Learning Activities.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
11	The resources in the English laboratory make me more active in class activities.				
12	I participate better in language lessons when I use the laboratory.				
13	The English laboratory resources make learning more interesting for me.				
14	I spend more time practicing English skills because of the laboratory resources.				
15	The resources in the laboratory increase my motivation to learn English.				

<b>Q 4</b>	<b>Relationship between the Quality of Language Laboratory Resources and Students' Proficiency Development.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
16	The quality of the laboratory resources improves my English grammar skills.				
17	Good quality resources in the laboratory help me to speak English more fluently.				
18	The quality of the laboratory resources makes it easier for me to understand English lessons.				
19	My listening and pronunciation skills improve because of the quality of the laboratory resources.				
20	The better the quality of the resources in the laboratory, the faster I develop proficiency in English.				

<b>Q 5</b>	<b>Challenges affecting the Effective use of the Language Laboratory by students.</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
21	I find it difficult to use the English laboratory because some equipment is faulty.				
22	Limited access to the laboratory reduces how often I practice English.				
23	I am discouraged from using the laboratory due to irregular electricity supply.				

24	Lack of enough resources in the laboratory affects my learning.				
25	Technical problems in the laboratory limit how effectively I use it.				