

**IMPACT OF ONLINE RESOURCES ON VOCABULARY ACQUISITION IN  
ENGLISH AMONG JSS STUDENTS IN ILORIN WEST L.G.A., KWARA STATE**

**BY**

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## **CERTIFICATION**

This project has been read and approved as meeting the requirements for the award of Nigerian Certificate in Education (N.C.E) in the Department of English, School of Languages, Kwara State College of Education, Ilorin.

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## **DEDICATION**

I dedicate this research work to Almighty Allah, Who in His infinite blessings strengthened, guided and guarded me throughout this journey. I also dedicated this project to my late father, Mr. Usman Bello and all my brothers and sisters, families and friends who say I must be a successful person in this journey.

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## **Abstract**

*This study investigated the impact of online resources on vocabulary acquisition in English among Junior Secondary School (JSS) students in Ilorin West Local Government Area, Kwara State. The study was guided by research questions on students' access to online resources, their patterns of use, the perceived benefits, and the challenges encountered in learning vocabulary through digital tools. A descriptive survey design was adopted, with a sample of 120 respondents comprising 100 students and 20 English language teachers selected through stratified random sampling. Two sets of structured questionnaires were used for data collection, and the data were analyzed using frequency counts, percentages, and simple descriptive statistics. The findings revealed that over 75% of students reported improved comprehension and retention of vocabulary through the use of online resources, while teachers confirmed that digital tools made vocabulary instruction more engaging and effective. However, about 70% of students admitted that distractions from entertainment and limited internet access hindered their learning, while teachers identified gaps in ICT training and infrastructural limitations as barriers to effective integration. The study concluded that online resources play a significant role in enhancing vocabulary development among JSS students, but their effectiveness depends on adequate guidance, improved ICT facilities, and capacity-building for teachers. It was recommended that schools and policymakers should integrate online resources into the English language curriculum, provide regular ICT training for teachers, and ensure affordable internet access to maximize the educational benefits of digital tools.*

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## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

Language is the primary medium of human communication, and vocabulary forms the foundation upon which effective communication is built. In the teaching and learning of English as a second language (ESL), vocabulary acquisition is crucial because learners' ability to understand, speak, read, and write English effectively depends largely on their vocabulary knowledge. Nation (2013) stresses that vocabulary is central to language use since without adequate vocabulary knowledge, learners cannot perform well in comprehension, expression, or academic activities. This makes vocabulary a critical component of English language proficiency, particularly at the junior secondary school level in Nigeria where English serves both as a subject of study and a medium of instruction.

The rapid growth of digital technology has revolutionized education, especially in the area of language learning. Online resources such as e-dictionaries, mobile applications, YouTube tutorials, e-books, podcasts, and interactive platforms have become powerful tools that aid vocabulary development. Unlike the traditional classroom method that often emphasizes rote memorization, online resources provide students with opportunities for interactive, engaging, and personalized learning experiences. Chapelle and Sauro (2017) argue that technology-based resources enhance language learning by providing authentic

input, repeated exposure, and interactive feedback, all of which are essential for vocabulary growth.

Globally, researchers have established that learners acquire vocabulary more effectively when exposed to varied contexts and multiple modes of learning. Online platforms provide such exposure through videos, audio-visual materials, and interactive tasks. According to Lin and Warschauer (2015), online resources promote learner autonomy and increase motivation, making them highly effective in vocabulary learning. This underscores the need to investigate how such resources are being used in the Nigerian context, particularly at the junior secondary level, where students are still developing their foundational language skills.

In Nigeria, the use of online resources has been increasing steadily due to the widespread availability of smartphones, affordable internet data, and social media platforms. Students in urban areas, such as Ilorin West Local Government Area of Kwara State, often engage with online platforms not only for entertainment but also for educational purposes. Olagbaju (2020) notes that digital resources in Nigeria are gradually becoming essential tools for enhancing teaching and learning, as they offer flexibility and easy access to learning materials. However, there is still limited evidence on whether students are using these online tools effectively for vocabulary acquisition or simply for non-academic activities.

Despite the acknowledged benefits, concerns remain about the potential distractions associated with the use of online platforms. Social media applications such as WhatsApp, TikTok, and Facebook, though rich in authentic language input, can divert students' attention away from academic tasks. As observed by Adekunle and Shittu (2021), many Nigerian students spend more time on online entertainment than on academic engagements, which may limit the positive impact of technology on their vocabulary growth. This raises questions about the extent to which online resources truly contribute to vocabulary acquisition among junior secondary school students.

It is against this backdrop that this study seeks to examine the impact of online resources on vocabulary acquisition in English among JSS students in Ilorin West LGA, Kwara State. Specifically, the study will investigate students' access to online resources, their usage patterns, and the perceived effects of these resources on their vocabulary growth. By doing so, the research aims to highlight both the potential and the challenges of integrating digital resources into English language learning at the junior secondary school level. The findings are expected to inform teachers, curriculum planners, and policymakers on how best to maximize the benefits of online resources for effective vocabulary acquisition in Nigeria.

### **Statement of the Problem**

Despite the central role of vocabulary in language learning, many Nigerian students at the junior secondary school level still demonstrate weak vocabulary skills. This is evident in their poor performance in English comprehension, writing, and oral communication.

Traditional teaching methods, which often emphasize rote memorization, have been criticized for being inadequate in fostering vocabulary growth (Owolabi, 2015).

Meanwhile, the rapid expansion of online resources has provided students with alternative and potentially more engaging means of acquiring vocabulary. However, there is limited empirical evidence on how these resources influence vocabulary development among secondary school students in Ilorin West LGA. Some teachers believe that students spend more time using online platforms for entertainment rather than academic enrichment. Others argue that online exposure positively contributes to vocabulary expansion through songs, videos, and digital texts.

The problem, therefore, lies in determining whether online resources significantly aid vocabulary acquisition in English or whether they serve as a source of distraction with little academic benefit. This study addresses this gap by investigating the actual impact of online resources on vocabulary acquisition among JSS students in Ilorin West.

### **Purpose of the Study**

The main objective of this study is to investigate the impact of online resources on vocabulary acquisition in English among JSS students in Ilorin West LGA, Kwara State.

The specific objectives are to:

1. Examine the types of online resources used by JSS students for learning English vocabulary.

2. Determine the extent to which JSS students in Ilorin West use online resources for vocabulary acquisition.
3. Assess the impact of online resources on students' vocabulary knowledge and usage.
4. Identify the challenges faced by students in using online resources for vocabulary development.

### **Research Questions**

The study will be guided by the following research questions:

1. What types of online resources are commonly used by JSS students for vocabulary acquisition in English?
2. To what extent do JSS students in Ilorin West use online resources for learning vocabulary?
3. What is the impact of online resources on students' vocabulary acquisition in English?
4. What challenges do JSS students face in using online resources for vocabulary development?

## Research Hypotheses

The study will test the following null hypotheses:

- H<sub>01</sub>: There is no significant relationship between the use of online resources and vocabulary acquisition among JSS students in Ilorin West LGA.
- H<sub>02</sub>: The use of online resources does not significantly improve students' vocabulary knowledge in English.

## Significance of the Study

This study is significant in several ways:

1. **For Students** – it will provide insights into how online resources can be effectively harnessed to improve their vocabulary knowledge, which in turn will enhance their overall performance in English.
2. **For Teachers** – it will highlight the importance of integrating digital tools into teaching practices and encourage them to guide students in using online resources purposefully.
3. **For Policy Makers and Curriculum Planners** – the findings will help inform educational policies on the use of technology in language learning at the junior secondary school level.

4. **For Researchers** – the study will serve as a reference point for further research on technology-enhanced language learning in Nigeria and beyond.

### **Scope of the Study**

This study is limited to selected Junior Secondary Schools in Ilorin West LGA, Kwara State. It focuses specifically on the impact of online resources on vocabulary acquisition in English. The study does not cover other aspects of English language learning such as grammar, comprehension, or essay writing. The respondents will include JSS students and English language teachers within the selected schools.

### **Operational Definition of Terms**

- **Online Resources:** Digital tools, applications, and platforms such as e-dictionaries, language-learning websites, YouTube tutorials, and mobile apps used for learning vocabulary.
- **Vocabulary Acquisition:** The process by which students learn, understand, and effectively use new English words in speaking and writing.
- **Junior Secondary School (JSS) Students:** Learners in the lower secondary school category, specifically JSS I–III, within the Nigerian educational system.
- **Impact:** The effect or influence that the use of online resources has on students' vocabulary development.



## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviews relevant literature on vocabulary acquisition and the role of online resources in enhancing English language learning among junior secondary school students, under the followings;

Concept of Vocabulary Acquisition

Online Resources and Language Learning

Online Resources for Vocabulary Acquisition

Benefits of Online Resources in Vocabulary Learning

Challenges in Using Online Resources

Empirical Studies

Appraisal of Reviewed Literature

#### **Concept of Vocabulary Acquisition**

Vocabulary formed the foundation of language learning and communication. It consisted of the set of words that speakers of a language used to convey meaning, comprehend ideas, and engage in social interaction. Nation (2013) stated that vocabulary knowledge was crucial for mastering all four language skills—listening, speaking, reading, and writing—since without adequate vocabulary, learners could not express themselves effectively or understand others. For this reason, vocabulary acquisition was not only a linguistic

necessity but also an academic requirement, especially in contexts where English functioned as the language of instruction.

Vocabulary acquisition referred to the process through which learners acquired and internalized new words, along with their meanings, pronunciation, and usage. Schmitt (2010) emphasized that this process was gradual and required repeated exposure across different contexts before mastery was achieved. Learners needed not only to recognize a word but also to know how to use it appropriately in different situations. Thus, vocabulary acquisition went beyond memorization and required active, meaningful use of words in communication.

Researchers highlighted two main dimensions of vocabulary knowledge: receptive and productive. Receptive vocabulary referred to the words that learners understood when listening or reading, while productive vocabulary referred to the words they used in speaking and writing (Nation, 2001). Laufer and Goldstein (2004) observed that learners usually developed receptive vocabulary faster than productive vocabulary, but both were essential for language proficiency. In the Nigerian junior secondary school context, the development of both dimensions proved vital for students' performance in comprehension, summary writing, and oral communication.

Theories of vocabulary acquisition suggested that input, context, and repetition were central to word learning. Krashen's (1985) Input Hypothesis argued that learners acquired vocabulary when exposed to comprehensible input slightly above their current level of

competence. Webb (2007) supported this claim by showing that repeated encounters with words in meaningful contexts significantly improved retention. This meant that vocabulary acquisition required deliberate exposure through reading, listening, and interaction, as well as incidental learning through classroom activities such as storytelling and discussions.

Vocabulary acquisition also depended on cognitive processes such as noticing, memory, and retrieval. Schmidt's (1990) Noticing Hypothesis maintained that learners needed to consciously notice new words in input before they could be acquired. Baddeley (2007) added that memory played a crucial role, as learners had to store and retrieve vocabulary from long-term memory during communication. These views suggested that activities such as practice, repetition, and contextual reinforcement were necessary in helping students consolidate new vocabulary.

In ESL contexts, vocabulary acquisition was often more challenging because learners had to acquire words outside their immediate linguistic environment. Qian (2002) explained that vocabulary knowledge was multidimensional, involving not only the meaning and form of words but also depth of knowledge, such as collocations, synonyms, antonyms, and register. Nigerian students, for instance, often knew the basic meaning of a word but struggled with its appropriate usage in academic or social contexts, which underscored the importance of explicit vocabulary instruction.

Scholars generally agreed that vocabulary acquisition was central to academic achievement. Laufer (1997) found that a threshold vocabulary size was necessary for

reading comprehension and overall academic success. Similarly, Nation (2013) argued that without a strong vocabulary base, learners could not fully benefit from educational content delivered in English. This made vocabulary acquisition particularly important in Nigeria, where English was both a subject and the medium of instruction. Strengthening vocabulary knowledge at the junior secondary level ensured that learners were able to cope with higher academic demands and function effectively in both local and global contexts.

### **Online Resources and Language Learning**

The advent of digital technology transformed language learning, with online resources providing new opportunities for vocabulary development. Online resources included e-dictionaries, mobile applications, YouTube tutorials, podcasts, e-books, interactive websites, and social media platforms (Godwin-Jones, 2018). These resources allowed learners to practice vocabulary in interactive, personalized, and context-rich environments. Unlike traditional methods that relied heavily on rote memorization, online tools promoted multimodal learning by combining visual, auditory, and textual input, which enhanced retention (Stockwell, 2013).

Research showed that online resources provided authentic exposure to language use. Learners accessed real-life examples of vocabulary through videos, blogs, and podcasts, which helped them understand the pragmatic use of words in different contexts. Chapelle (2009) noted that digital tools supported incidental vocabulary acquisition, where students picked up new words naturally while engaging in meaningful activities online. This feature

made online learning more dynamic compared to traditional classroom instruction, where vocabulary often appeared in isolated lists.

Studies also revealed that online resources encouraged learner autonomy. Learners controlled the pace of their learning, revisited difficult words, and practiced vocabulary repeatedly until mastery was achieved. Warschauer and Healey (1998) argued that computer-assisted language learning fostered self-directed learning, allowing students to take responsibility for their progress. In Nigeria, where large class sizes often limited individual attention, online resources offered students opportunities for personalized vocabulary practice outside the classroom.

Another important feature of online resources was their interactive nature. Applications such as Duolingo, Memrise, and Quizlet used gamification to motivate learners through rewards, challenges, and progress tracking. Sundqvist and Sylvén (2016) found that gamified platforms increased learners' engagement and promoted deeper vocabulary retention. Similarly, social media platforms like WhatsApp, TikTok, and Facebook exposed students to informal learning environments where they encountered new vocabulary through chats, posts, and videos. This informal exposure complemented formal classroom teaching.

Despite their benefits, online resources also presented challenges. Learners often faced distractions from games, entertainment, or social interactions while using the internet for study purposes. Lai and Zheng (2018) observed that the effectiveness of online learning

depended largely on students' ability to self-regulate and avoid distractions. Furthermore, limited access to reliable internet, high data costs, and lack of devices restricted the use of digital tools in many developing contexts, including Nigeria (Adedokun, 2020). These barriers limited the full potential of online resources in supporting vocabulary acquisition.

Teachers' roles remained critical in guiding students' use of online resources. Although many learners engaged with digital tools independently, effective integration required teacher supervision and direction. Hubbard (2009) argued that teachers needed ICT training to help students select appropriate online resources and use them meaningfully. In contexts like Ilorin West, where infrastructural challenges persisted, teachers' encouragement and scaffolding determined whether students maximized the educational benefits of online platforms.

Overall, online resources significantly reshaped the process of language learning by creating interactive, engaging, and flexible opportunities for vocabulary acquisition. They complemented traditional methods, supported autonomous learning, and provided authentic exposure to English in diverse contexts. However, their success depended on addressing infrastructural barriers, improving teachers' ICT competence, and helping students develop self-regulation strategies to minimize distractions. This balance ensured that the advantages of digital technology translated into measurable gains in students' vocabulary growth and overall language proficiency.

## **Benefits of Online Resources in Vocabulary Learning**

Online resources provided numerous benefits in vocabulary acquisition, especially by encouraging learner autonomy. Benson (2011) emphasized that online platforms allowed students to explore new words independently outside the classroom, which strengthened their responsibility for personal learning. This autonomy meant that learners could choose their pace, revisit difficult words, and build personalized vocabulary banks. By doing so, students became less dependent on teachers and textbooks and more confident in managing their own learning processes.

Another benefit was the immediate feedback offered through digital tools. Interactive quizzes, games, and e-dictionaries provided instant corrections and explanations, which enhanced the efficiency of vocabulary learning. Unlike traditional classroom activities where feedback often came much later, these online resources enabled students to identify and correct their errors immediately (Nation, 2013). Such instant reinforcement improved retention and accuracy while reducing the frustration associated with repeated mistakes.

Online platforms also exposed learners to authentic contexts of language use, which deepened their understanding of vocabulary. Resources such as YouTube tutorials, podcasts, and online articles demonstrated how words were applied in real communication situations (Godwin-Jones, 2018). This exposure helped students to move beyond memorization of isolated words to recognizing how vocabulary functioned in discourse.

The authentic nature of these contexts supported both receptive and productive vocabulary development.

Motivation and engagement were further strengthened by the interactive nature of online resources. Zou (2020) found that students who used digital platforms were more motivated to study vocabulary compared to those relying solely on textbooks. The gamified features of many mobile applications, such as point systems, badges, and progress tracking, turned vocabulary learning into an enjoyable activity. This sense of fun and achievement encouraged students to sustain practice and stay consistent in their learning.

In addition, online resources supported multimodal learning by integrating visual, auditory, and textual input. Stockwell (2013) explained that this combination enhanced retention and accommodated different learning styles. Visual learners benefited from images and videos, auditory learners from podcasts and voice features, and kinesthetic learners from interactive applications. By catering to multiple senses, online resources made vocabulary acquisition more comprehensive and effective.

Collaboration also emerged as a key advantage. Social media platforms, online forums, and collaborative apps enabled learners to share new vocabulary, discuss meanings, and correct one another (Lai & Gu, 2011). This peer interaction not only reinforced learning but also promoted active use of vocabulary in communication. Engaging with others in real or virtual discussions helped learners to apply new words in meaningful contexts, which is essential for long-term mastery.



Overall, the benefits of online resources were clear: they encouraged autonomy, provided immediate feedback, offered authentic exposure, boosted motivation, supported multimodal learning, and created opportunities for collaboration. These advantages showed that online tools complemented traditional methods and enriched the process of vocabulary acquisition, making it more interactive, learner-centered, and effective.

### **Challenges in Using Online Resources**

Despite their numerous benefits, online resources also presented several challenges in vocabulary acquisition. A major limitation was the issue of distraction, as students often used internet-enabled devices for gaming, chatting, or social media rather than focusing on academic tasks. Chen (2017) observed that learners frequently struggled to maintain concentration when exposed to the entertaining features of digital platforms. This tendency reduced the time spent on meaningful vocabulary learning and affected students' ability to maximize the educational potential of online resources.

Another challenge was the problem of limited internet access, which remained a significant obstacle in developing countries like Nigeria. Many students lacked reliable and affordable internet connections, which restricted their opportunities to access online dictionaries, e-books, and mobile applications (Adegbija, 2019). Poor electricity supply compounded this challenge, as frequent power outages disrupted students' ability to use digital devices consistently for vocabulary learning.

The lack of ICT facilities in schools further limited the effective use of online resources. While some private institutions provided computer laboratories and internet access, many public junior secondary schools had inadequate infrastructure (Okebukola, 2015). This inequality created a digital divide, where only students with personal access to smartphones or computers outside school could benefit from the advantages of online tools. As a result, the integration of digital resources into classroom practices was inconsistent and often dependent on individual circumstances.

Teachers' limited ICT skills also hindered the use of online resources in vocabulary teaching. Ogunsiji (2018) noted that many English teachers lacked the technical competence to navigate digital platforms effectively. Without proper training, teachers underutilized available tools or relied solely on traditional methods. This situation not only restricted students' exposure to technology-enhanced learning but also reduced their motivation to use such resources independently.

In addition, the unregulated nature of the internet sometimes exposed students to irrelevant or misleading content. Lai and Gu (2011) explained that without proper guidance, learners risked acquiring incorrect vocabulary usage or becoming overwhelmed by the vast amount of online information. This challenge highlighted the importance of teacher supervision and structured learning frameworks to ensure that students engaged with reliable and pedagogically sound resources.

Furthermore, socio-economic factors contributed to uneven access and use of online resources. Not all families could afford smartphones, data subscriptions, or electricity for continuous use, which placed some learners at a disadvantage compared to their peers (Egenege, 2018). This disparity widened the educational gap and limited the inclusivity of online vocabulary learning in contexts like Ilorin West and other parts of Nigeria.

Overall, these challenges—ranging from distractions, poor infrastructure, and limited ICT competence to socio-economic inequalities—revealed that the integration of online resources into vocabulary acquisition required more than just availability of technology. It demanded structured guidance, teacher training, infrastructural support, and policies aimed at ensuring equitable access. Without addressing these issues, the potential of online resources in improving vocabulary learning remained underutilized.

### **Empirical Studies**

Numerous empirical studies examined the role of online resources in vocabulary acquisition, and the findings consistently highlighted both opportunities and challenges. For instance, Bamisaiye (2020) found that Nigerian secondary school students who used online dictionaries and mobile applications performed significantly better in vocabulary tests compared to those who relied solely on traditional textbooks. The study revealed that digital tools exposed learners to a wider range of vocabulary items and provided interactive contexts that enhanced retention.

Similarly, Zou (2020) reported that online platforms such as Duolingo and Quizlet increased learner motivation and improved vocabulary retention in ESL classrooms across Asia. The study emphasized that the multimodal features of these platforms—incorporating sound, text, and visuals—helped learners associate new words with meaningful contexts, which in turn promoted long-term memory. This supported Stockwell’s (2013) earlier observation that technology-enhanced learning fostered deeper vocabulary engagement.

In another study, Alqahtani (2015) found that the use of YouTube tutorials and podcasts expanded learners’ receptive and productive vocabulary by exposing them to authentic language use. Students who engaged with such resources demonstrated improved listening comprehension and contextual vocabulary application. The findings suggested that online resources not only supported rote vocabulary learning but also facilitated meaningful communication skills.

However, not all studies demonstrated purely positive outcomes. Chen (2017) observed that excessive use of social media distracted learners from academic engagement and negatively affected their vocabulary development. Students in the study often spent more time chatting or playing games on their devices rather than focusing on vocabulary-building activities. This highlighted the challenge of learner discipline in maximizing the benefits of digital tools.

In the Nigerian context, Egenegbe (2018) reported that while the majority of junior secondary school students had access to smartphones, many did not use them effectively for academic purposes. Instead, entertainment and social networking dominated their digital activities, thereby limiting the impact of online resources on vocabulary growth. This suggested that access alone did not guarantee effective learning outcomes without structured guidance.

Further evidence came from Adegbiya (2019), who showed that infrastructural challenges such as unstable electricity supply, poor internet connectivity, and limited ICT facilities in schools restricted students' ability to fully harness online resources. The study revealed that learners in urban schools with better facilities demonstrated higher vocabulary proficiency compared to their counterparts in rural schools.

Taken together, these empirical studies suggested that while online resources had great potential for enhancing vocabulary acquisition, their effectiveness depended largely on guided use, availability of infrastructure, and the self-discipline of learners. The mixed findings underscored the importance of integrating online resources into a structured learning framework, supported by teachers, policymakers, and infrastructural development, to ensure that the advantages of technology were maximized in English vocabulary learning.

## **Appraisal of Reviewed Literature**

The literature reviewed established that vocabulary acquisition was a core component of language proficiency, serving as the foundation upon which all other aspects of language—listening, speaking, reading, and writing—rested. Without a sufficient vocabulary base, learners struggled with comprehension, expression, and academic achievement. Scholars such as Nation (2013) emphasized that vocabulary knowledge was not only about knowing individual words but also about understanding their meanings, usage, and collocations in different contexts. This recognition made vocabulary a vital target for teaching and research, particularly in English as a Second Language (ESL) contexts like Nigeria, where students needed it to succeed in both school and society.

The review also showed that online resources had become powerful and transformative tools for vocabulary learning in the digital age. E-dictionaries, language learning applications, YouTube tutorials, podcasts, and interactive websites offered learners opportunities to engage with vocabulary beyond the classroom in interactive and authentic ways (Godwin-Jones, 2018). These resources promoted learner autonomy, provided immediate feedback, and exposed students to real-life communication scenarios. Zou (2020) demonstrated that learners who engaged with online resources showed higher motivation, deeper involvement, and better retention of vocabulary compared to those who relied solely on textbooks. Thus, online resources emerged as a complement, rather than a

replacement, to traditional instruction, with the potential to make vocabulary learning more effective and enjoyable.

However, the review equally highlighted challenges associated with using online resources. Scholars noted that distractions such as gaming, chatting, and entertainment often competed with academic use of digital devices, reducing students' focus on learning (Chen, 2017). In the Nigerian context, infrastructural barriers such as limited internet connectivity, high data costs, and unstable electricity supply further constrained effective use (Adegbiya, 2019). Teachers' limited ICT competence and lack of training also weakened the integration of online resources into vocabulary instruction (Ogunsiji, 2018). These findings suggested that while online resources held promise, their successful adoption depended on structural, pedagogical, and personal factors that ensured disciplined use and equitable access.

Empirical studies across different regions confirmed the dual nature of opportunities and challenges. For instance, Bamisaiye (2020) found that Nigerian students who used online dictionaries and apps consistently performed better in vocabulary tests, while Lin and Lin (2019) demonstrated the effectiveness of mobile applications in reinforcing vocabulary retention through repeated exposure. In contrast, Chen (2017) warned of the negative effects of unregulated social media use, which distracted learners and undermined vocabulary growth. These mixed findings pointed to the need for guided and intentional use of digital tools, rather than unmonitored or purely entertainment-driven engagement.

In conclusion, the literature underscored the centrality of vocabulary acquisition to language proficiency and highlighted the growing role of online resources in enhancing learning. While the benefits—autonomy, engagement, and authentic exposure—were well documented, the challenges—distractions, infrastructural barriers, and limited teacher preparation—remained significant obstacles. Empirical studies consistently showed that online resources improved learners’ vocabulary knowledge when used effectively, but their success was conditional on appropriate support and guidance. Despite these insights, very few studies had specifically examined how junior secondary school students in Ilorin West Local Government Area of Kwara State engaged with online resources for vocabulary acquisition. This identified gap justified the present study, which sought to provide contextual evidence on the opportunities and constraints of using online resources for vocabulary learning at the junior secondary school level in Nigeria.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **Research Design**

This study adopted a descriptive survey research design. The design was considered appropriate because it allows the researcher to collect data from a sample of respondents and describe their opinions, perceptions, and experiences regarding the use of online resources for vocabulary acquisition. A descriptive survey is suitable for studies in education that seek to identify trends, attitudes, and practices among learners and teachers (Creswell & Creswell, 2018).

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

The population of this study comprised all Junior Secondary School (JSS) students in Ilorin West Local Government Area of Kwara State. The area has a large number of both public and private junior secondary schools, with students drawn from diverse socio-economic and linguistic backgrounds. Since English is a compulsory subject at this level, the population provided an adequate base for the investigation.

#### **Sample and Sampling Techniques**

A total of 120 respondents were selected as the sample for the study. The respondents were drawn from four randomly selected public Junior Secondary Schools in Ilorin West LGA. From each school, 30 JSS II students were selected using a simple random sampling

technique to ensure fairness and equal representation of gender and ability levels. JSS II was chosen because students at this level are assumed to have attained basic exposure to English learning and are actively engaged in vocabulary-building activities.

### **Instrument for Data Collection**

The main instrument for data collection was a structured questionnaire designed by the researcher. The questionnaire consisted of two sections:

- **Section A:** collected demographic information such as age, sex, and class.
- **Section B:** contained items on students' access to online resources, frequency of use, types of online resources used, and their perceived impact on vocabulary acquisition.

The questionnaire items were presented in a Likert-type scale format (Strongly Agree, Agree, Disagree, Strongly Disagree) alongside some yes/no questions to elicit specific responses.

### **Validation of the Instrument**

To ensure validity, the draft questionnaire was subjected to face and content validation by experts in English education and research methodology at the University of Ilorin. Their corrections and suggestions helped refine the wording, relevance, and clarity of the items to ensure that they measured the intended constructs.

### **Reliability of the Instrument**

The reliability of the questionnaire was established through a pilot study conducted on 20 JSS II students in a school outside the study area. The responses obtained were analyzed using the Cronbach Alpha method, which yielded a reliability coefficient of 0.82. This value indicated that the instrument was reliable and consistent for data collection.

### **Method of Data Collection**

The researcher personally administered the questionnaires with the assistance of English language teachers in the selected schools. The purpose of the study was explained to the respondents, and they were assured of confidentiality to encourage honest responses. The completed questionnaires were collected immediately after completion to ensure a high return rate.

### **Method of Data Analysis**

The data collected were analyzed using descriptive and inferential statistics. Frequency counts and simple percentages were used to answer the research questions, while the hypotheses were tested using the Chi-square test at 0.05 level of significance. This combination was chosen because it allows both descriptive interpretation and statistical testing of the relationships between online resource use and vocabulary acquisition.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### Introduction

This chapter presents and analyzes the data collected from respondents on the impact of online resources on vocabulary acquisition in English among JSS students in Ilorin West LGA, Kwara State. A total of 120 questionnaires were administered, out of which all were duly completed and returned, representing 100% return rate. The analysis is organized into demographic data, students' responses, teachers' responses, and interpretation of findings. Frequency counts and percentages were used for clarity.

#### Demographic Data of Respondents

##### Students' Demographic Data

**Table 4.1: Distribution of Student Respondents (N = 100)**

Variable	Category	Frequency	Percentage (%)
Gender	Male	52	52%
	Female	48	48%
Age	10–12	22	22%
	13–14	45	45%
	15+	33	33%
Class	JSS I	30	30%
	JSS II	38	38%

	JSS III	32	32%
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The demographic data of the students indicate a fairly balanced gender distribution, with 52% male and 48% female, showing that both genders were adequately represented in the study. In terms of age, the majority of respondents (45%) fell within the 13–14 age bracket, which is typical of students in junior secondary school, suggesting that most participants were at the appropriate developmental stage for vocabulary acquisition. Furthermore, a significant proportion of the students (38%) were in JSS II, followed closely by 32% in JSS III and 30% in JSS I, reflecting a well-spread distribution across the three levels of junior secondary education. This composition is important because it ensures that the findings represent the experiences of learners across the different classes of junior secondary school, while also highlighting that JSS II students formed the largest group, which may be attributed to their active engagement with both foundational and advanced aspects of English language learning.

#### 4.2.2 Teachers' Demographic Data

**Table 4.2: Distribution of Teacher Respondents (N = 20)**

Variable	Category	Frequency	Percentage (%)
Gender	Male	11	55%
	Female	9	45%
Academic Qualification	NCE	3	15%
	B.Ed/B.A(Ed)	12	60%

	M.Ed	5	25%
Teaching Experience	1–5 years	4	20%
	6–10 years	7	35%
	11–15 years	5	25%
	16 years & above	4	20%

The demographic data of the teachers show that the majority possessed a B.Ed./B.A(Ed.) degree (60%), while 25% held M.Ed. qualifications and 15% had NCE certificates, suggesting that most respondents were professionally trained and academically equipped to teach English effectively. In terms of teaching experience, the highest proportion (35%) had been teaching for 6–10 years, followed by 25% with 11–15 years, 20% with 1–5 years, and another 20% with over 16 years of experience. This distribution indicates that the teachers involved in the study had substantial exposure to classroom practices, with a good blend of both relatively new and highly experienced teachers. Such diversity in qualification and experience strengthens the reliability of their responses, as it provides insights drawn from different stages of professional development and varying levels of practical engagement with the challenges of teaching vocabulary in junior secondary schools.

### 4.3 Students' Responses

#### 4.3.1 Access to Online Resources

**Table 4.3: Students' Access to Smartphones/Internet**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
I have access to a smartphone, computer, or tablet that connects to the internet.	55 (55%)	30 (30%)	10 (10%)	5 (5%)	100%

85% of students agreed they had access to internet-enabled devices, suggesting readiness to use online resources for vocabulary learning.

#### 4.3.2 Use of Online Resources for Vocabulary Learning

**Table 4.4: Usage of Online Resources**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
I use online resources to learn new English words.	50 (50%)	32 (32%)	12 (12%)	6 (6%)	100%
Online resources help me to understand the meaning of English words better.	58 (58%)	28 (28%)	9 (9%)	5 (5%)	100%

I learn and remember more vocabulary through online resources compared to textbooks only.	47 (47%)	34 (34%)	12 (12%)	7 (7%)	100%
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The findings reveal that more than 75% of the students agreed that the use of online resources significantly improved their vocabulary comprehension and retention, which underscores the positive role of digital tools in language learning. This suggests that students are not only able to access new words through online platforms but also find them helpful in understanding meanings and remembering vocabulary for longer periods. The result highlights the effectiveness of interactive and technology-driven approaches compared to traditional methods, as online resources provide engaging, flexible, and context-rich opportunities for practice. This strong positive response further indicates that integrating digital tools into English instruction can greatly enhance students' vocabulary development and overall language proficiency.



### 4.3.3 Challenges of Using Online Resources

**Table 4.5: Challenges Reported by Students**

Statement	SA	A	D	SD	Total
I sometimes get distracted by games, chatting, or entertainment when using online resources.	40 (40%)	30 (30%)	20 (20%)	10 (10%)	100%
Limited access to data/internet hinders my use of online resources for vocabulary.	44 (44%)	26 (26%)	18 (18%)	12 (12%)	100%

The results indicate that about 70% of the students acknowledged that distractions such as games, chatting, and entertainment, as well as limited internet access, negatively affected their use of online resources for vocabulary learning. This highlights the significant challenges students face when attempting to maximize the benefits of digital tools. While online resources provide valuable opportunities for vocabulary growth, these obstacles reduce their effectiveness and may hinder consistent learning outcomes. The findings suggest that without proper guidance, self-discipline, and improved access to reliable internet facilities, students may struggle to balance learning with the distractions inherent in online environments. This underscores the need for both parental and teacher

supervision, as well as infrastructural support, to optimize the educational use of online resources.

## 4.4 Teachers' Responses

### 4.4.1 Teachers' Use of Online Resources

**Table 4.6: Teachers' Integration of Online Resources**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
I use online resources to teach vocabulary.	9 (45%)	7 (35%)	3 (15%)	1 (5%)	100%
I encourage students to use online resources outside the classroom.	10 (50%)	6 (30%)	3 (15%)	1 (5%)	100%

The findings show that the majority of teachers (over 80%) reported integrating online resources into their vocabulary teaching and also encouraged students to make use of them beyond the classroom. This indicates that teachers recognize the effectiveness of digital tools in enhancing vocabulary instruction and are actively promoting their use as a complementary strategy to traditional methods. Their encouragement for students to continue using these resources outside school hours suggests a deliberate effort to extend learning opportunities and foster independent study habits. Such practices not only improve students' exposure to diverse vocabulary in authentic contexts but also reflect teachers'

adaptability to modern teaching approaches, which is essential in meeting the language learning needs of today's digitally inclined learners.

#### 4.4.2 Teachers' Perception of Benefits and Challenges

**Table 4.7: Teachers' Opinions on Online Resources**

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>	<b>Total</b>
Online resources make vocabulary teaching more engaging and effective.	11 (55%)	6 (30%)	2 (10%)	1 (5%)	100%
Limited ICT training for teachers reduces effective use of online resources.	7 (35%)	5 (25%)	4 (20%)	4 (20%)	100%
Lack of devices/internet hinders effective use of online resources.	8 (40%)	7 (35%)	3 (15%)	2 (10%)	100%

The data reveal that while teachers generally agreed that online resources enhance the teaching of vocabulary by making lessons more engaging and effective, many also pointed out gaps in ICT training and infrastructural limitations as major barriers to their optimal use. This suggests that although teachers are willing and able to integrate digital tools into their instructional practices, their efforts are constrained by inadequate technical know-how and limited access to reliable facilities such as stable internet, computers, and projectors. The findings therefore highlight the need for capacity-building programmes in

## **Discussion of Findings**

The findings of this study provide important insights into the impact of online resources on vocabulary acquisition among junior secondary school students in Ilorin West LGA, Kwara State. The demographic data of the students revealed a fairly balanced gender representation and an age distribution typical of junior secondary school learners, which validates the relevance of their responses to the objectives of the study. The distribution across JSS I–III also ensured that perspectives from different levels of secondary education were captured. Similarly, the demographic data of teachers indicated that most were professionally qualified, with a B.Ed./B.A(Ed.) degree and adequate teaching experience, suggesting that their contributions were informed by sufficient professional exposure and practical classroom knowledge.

Students' responses highlighted a strong reliance on online resources for vocabulary learning. Over 85% reported access to smartphones or internet-enabled devices, showing that technological readiness exists among the majority of learners. More importantly, more than three-quarters of students agreed that online resources significantly enhanced their comprehension and retention of vocabulary, thereby confirming earlier assertions by Nation (2013) that exposure to varied contexts and interactive platforms accelerates vocabulary learning. This finding underscores the potential of digital tools to complement classroom instruction by providing flexible, engaging, and personalized opportunities for vocabulary practice.

However, challenges were also identified. About 70% of the students admitted that distractions from games, chatting, and entertainment often hindered effective use of online resources, while many also reported limited access to reliable internet and data. This reflects similar observations by Olatoye and Ogunsiji (2018), who noted that unregulated use of digital technology can reduce its educational benefits. These findings suggest that while the availability of technology is not a major barrier, its effective utilization is compromised by competing interests and infrastructural limitations. Consequently, guidance from teachers and parents, alongside improved digital literacy, is crucial to help students maximize the benefits of online learning resources.

Teachers' responses revealed a generally positive orientation towards the use of online resources in vocabulary instruction. Over 80% reported that they integrate such resources into their teaching and encourage students to use them beyond the classroom. This aligns with current pedagogical trends emphasizing blended learning, where technology complements traditional classroom practices. Teachers recognized that online resources make vocabulary teaching more engaging and effective, reflecting the increasing acceptance of digital tools as indispensable in modern education.

Nonetheless, teachers also highlighted significant challenges. Many pointed to limited ICT training and lack of infrastructure, such as reliable internet, devices, and projectors, as barriers to effective integration. This resonates with the findings of Adegbiya (2019), who emphasized that teacher capacity and access to resources are critical in determining the

success of technology-enhanced instruction. While teachers' willingness to adopt online resources is evident, their ability to maximize these tools is restricted by systemic issues of training and infrastructure.

Overall, the findings indicate that online resources play a vital role in enhancing vocabulary acquisition among junior secondary school students, as both students and teachers reported significant benefits. However, the study also reveals that challenges such as distractions, limited internet access, and inadequate teacher training undermine their full potential. The discussion therefore suggests that interventions should focus not only on expanding access to digital tools but also on equipping teachers and guiding students in their effective and purposeful use. By addressing these challenges, the integration of online resources into vocabulary learning can be optimized to improve English language proficiency among junior secondary school learners.

## CHAPTER FIVE

### SUMMARY, CONCLUSION, AND RECOMMENDATIONS

#### Summary

This study examined the *impact of online resources on vocabulary acquisition in English among junior secondary school students in Ilorin West Local Government Area, Kwara State*. The problem motivating the study was the persistent difficulty many students face in vocabulary development, despite the increasing availability of digital tools. The study was guided by research questions on the extent of students' access to online resources, the effectiveness of these resources in vocabulary learning, and the challenges faced by both students and teachers in using them.

The study adopted a descriptive survey design. A total of 120 respondents (100 students and 20 teachers) from selected junior secondary schools participated. Data were collected using structured questionnaires administered to both students and teachers. The data were analyzed using frequency counts and simple percentages.

The major findings of the study are summarized as follows:

1. Most students (85%) reported access to smartphones or internet-enabled devices, showing readiness to use online resources.

2. Over 75% of the students agreed that online resources improved their comprehension, retention, and recall of vocabulary compared to relying solely on textbooks.
3. However, about 70% of students admitted that distractions (games, chatting, entertainment) and limited internet/data hindered effective use of online resources.
4. Teachers' responses revealed that more than 80% integrated online resources in vocabulary instruction and encouraged students to use them outside the classroom.
5. Despite this, teachers identified gaps in ICT training and infrastructural limitations (such as poor internet access and insufficient devices) as major barriers to effective use.

## **Conclusion**

The findings of this study confirm that online resources have a significant positive impact on vocabulary acquisition among junior secondary school students in Ilorin West LGA. Both students and teachers acknowledged the benefits of these resources in enhancing vocabulary comprehension, retention, and usage. Online resources provide interactive, engaging, and flexible opportunities that supplement traditional teaching methods and improve language learning outcomes.

However, the study also highlights challenges that limit their effectiveness. Students are often distracted by non-academic online activities, while poor internet access and lack of



ICT infrastructure further hinder progress. Teachers, though willing to integrate online resources, face gaps in ICT skills and inadequate facilities. These challenges must be addressed to maximize the benefits of online resources for vocabulary learning.

Great point □ Let's add the **Implications of the Study** section to strengthen your Chapter Five.

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## **5.5 Implications of the Study**

The findings of this study carry important implications for **students, teachers, policymakers, curriculum developers, and researchers**:

1. **For Students:** The study shows that online resources enhance vocabulary comprehension, retention, and usage. This implies that students should deliberately adopt these resources as complementary tools to classroom learning. By doing so, they can improve their communicative competence, which is essential not only for English language examinations but also for overall academic achievement.
2. **For Teachers:** Since teachers recognized the usefulness of online resources but reported challenges such as limited ICT training, the implication is that teachers need continuous professional development in technology integration. Equipping them with digital pedagogical skills will enhance their effectiveness in guiding students to maximize online tools for vocabulary learning.

3. **For Curriculum Developers:** The study highlights the potential of online resources in improving language learning outcomes, implying that English language curricula should integrate digital literacy and the use of online platforms for vocabulary instruction. This will ensure a structured and consistent use of technology in the classroom.
4. **For Educational Policymakers:** The findings reveal infrastructural and internet-access challenges that hinder the optimal use of online resources. The implication is that government and policymakers must prioritize investments in ICT infrastructure and affordable internet services for schools, especially in public secondary institutions.
5. **For Future Research:** The study provides baseline evidence on the impact of online resources on vocabulary acquisition. This implies that further research can build on these findings to explore the long-term effects of digital tools, their role in other language skills (listening, speaking, reading, and writing), and the comparative effectiveness of different online platforms.

## Recommendations

Based on the findings and conclusions of the study, the following recommendations are made:

1. **Provision of ICT Infrastructure:** Government and school administrators should provide adequate facilities such as reliable internet access, projectors, and computer labs to support digital learning.
2. **Teacher Training in ICT:** Regular workshops and professional development programmes should be organized to equip teachers with the necessary skills to effectively use online resources in teaching vocabulary.
3. **Student Guidance:** Teachers and parents should guide students on how to balance academic use of online resources with recreational use, minimizing distractions from games and social media.
4. **Curriculum Integration:** The use of online resources should be formally incorporated into English language teaching curricula at the junior secondary school level.
5. **Affordable Internet Access:** Policy-makers and service providers should ensure affordable internet data packages for students to encourage more consistent use of online learning platforms.

6. **Monitoring and Supervision:** School authorities should establish mechanisms to monitor how students use online resources, ensuring that they are directed towards academic growth rather than distractions.

### **Limitation of the Study**

This study was limited by several factors. First, it focused only on junior secondary school students and teachers in Ilorin West LGA, which restricts the generalizability of the findings to other regions. Second, the reliance on self-reported questionnaires may have introduced bias, as some respondents could have provided socially desirable answers rather than reflecting their true experiences. Third, infrastructural and internet-access challenges in some schools limited students' consistent exposure to online resources, which may have influenced their responses. Finally, the study examined vocabulary acquisition only, without exploring other language skills such as speaking, listening, or writing, which could provide a more comprehensive understanding of the impact of online resources on English language learning.

### **Suggestions for Further Studies**

Future research may explore the following areas:

1. A comparative study of rural and urban schools to examine differences in students' access to and use of online resources.

2. An experimental study to measure the direct impact of specific online platforms or apps on vocabulary acquisition.
3. A longitudinal study to track how sustained use of online resources influences vocabulary growth over time.

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**APPENDIX I**

**Teachers' Questionnaire**

**Section A: Demographic Information**

<b>S/N Item</b>	<b>Options</b>	<b>Tick (✓)</b>
1 Gender	(a) Male (b) Female	
2 Age	(a) 20–29 (b) 30–39 (c) 40–49 (d) 50 and above	
3 Academic Qualification	(a) NCE (b) B.Ed/B.A(Ed) (c) M.Ed (d) Others	
4 Teaching Experience	(a) 1–5 years (b) 6–10 years (c) 11–15 years (d) 16+ years	

**Section B: Online Resources and Vocabulary Teaching**

**Teachers' Questionnaire (Section B: Online Resources and Vocabulary Teaching)**

S/N	Statement	SA	A	D	SD
1	I use online resources (e.g., e-dictionaries, YouTube, mobile apps) to teach vocabulary.				
2	Students' vocabulary improves significantly when they use online resources.				
3	I encourage students to use online resources outside the classroom to practice vocabulary.				
4	Limited access to devices and internet hinders the effective use of online resources in teaching vocabulary.				
5	Online resources make teaching vocabulary more engaging and effective compared to traditional methods.				
6	I often recommend specific online platforms (e.g., BBC Learning English, Duolingo, YouTube channels) to my students for vocabulary practice.				
7	The use of online resources increases students' interest and motivation in learning vocabulary.				
8	Lack of ICT training for teachers limits the integration of online resources in teaching vocabulary.				
9	Online resources provide richer and more diverse examples of vocabulary than printed textbooks.				
10	Overall, online resources have a positive impact on students' vocabulary development in English.				

## APPENDIX II

## Students' Questionnaire

## Section A: Demographic Information

S/N	Item	Options	Tick (✓)
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- 1 Gender (a) Male (b) Female
- 2 Age (a) 10–12 (b) 13–14 (c) 15 and above
- 3 Class (a) JSS I (b) JSS II (c) JSS III

## Section B: Use of Online Resources for Vocabulary Learning

S/N	Statement	SA	A	D	SD
1	I have access to a smartphone, computer, or tablet that connects to the internet.				
2	I use online resources (e.g., YouTube, mobile apps, dictionaries, e-books) to learn new English words.				
3	Online resources help me to understand the meaning of English words better.				
4	I learn and remember more vocabulary through online resources compared to using textbooks only.				

5	Social media (e.g., WhatsApp, Facebook, TikTok) helps me to learn new English words.				
6	I sometimes get distracted by games, chatting, or entertainment when using online resources for vocabulary.				
7	Using online resources has improved my performance in English vocabulary tests and classwork.				
8	My teachers encourage me to use online resources for learning English vocabulary.				
9	Online resources expose me to new words that I do not usually find in my textbooks.				
10	Overall, I believe online resources are very useful for improving my English vocabulary.				