

Leveraging on Innovative Technology as an Effective Tool in Teaching English Grammar

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ABSTRACT

*Conventional method of teaching and learning though had been the system of education adopted in Nigeria can no longer satisfy learners' curiosity hence alternative method of teaching had to be adopted in the digital era because the role of teachers is gradually changing from providing information to organizing the entire learning process. The study examined leveraging on innovative technology as effective tools in teaching and learning English Grammar. The study adopted descriptive design of the survey type. The population for the study was all the English language undergraduate students from the department of Arts and Language of the faculty of Education, Ekiti State university, Ekiti State, Nigeria. The sample used was an intact class of year 400 level students of the department. Three research questions were raised and answered in the study. The instrument used to collect data was a questionnaire titled Leveraging on Innovative Technology as Effective Tools in Teaching and Learning English Grammar (LITETTLEGQ). The validity of LITETTLEGQ was ensured through face and content validity. This was done by two Tests and measurement and one of Educational Technology experts. The research questions raised were answered using descriptive statistical tool of frequency and percentage. The related literature reviewed focused on the use of innovative technology tools in teaching English Grammar. The findings revealed that there was availability of innovative technology tools but not adequate as *expected*. Some challenges facing the use of innovative technology tools were identified such lack of technology tools, inadequate computers and nonfunctional language laboratories. It was therefore recommended that there should be improvement on the provision of innovative technology tools for both students and lecturers and that the lecturers should be trained on how to effectively use the technology tools to enhance exciting, motivating and meaningful classroom activities in English grammar.*

Keywords: *English grammar; innovative technology; teaching, tool*

INTRODUCTION

The world is evolving and changing drastically due to advance in technology. Educational sector is not left out in the change hence education is witnessing innovations which has redefined teaching and learning processes which has affected the way teaching is done. The role of teachers is gradually changing from providing information to organizing and facilitating learning process. Talk and chalk method of teaching and learning though had been the system of teaching no longer satisfy students' curiosity in the digital age, hence the adoption of alternative method of teaching as a new option to motivate them to learn without compromising educational standards. The physical classroom consisting of four walls is no more enough for the students because there is a paradigm shift in learning resulting from physical to remote learning. The use of innovative technology in teaching has rendered conventional methods of teaching obsolete hence it is not so much relevant in the 21st century pedagogy. It is believed that the use of technology

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tools gives more opportunities to assist students to develop their creative and communicative competences. In the words of Bikowski (2018) technology guides students to analyze grammar in the context of larger discourse as well as engage in the negotiation of meaning. It provides windows of opportunities for teachers to harness, use for passive and cater for all students with varied learning styles.

Many nations of the world had flipped their teaching and learning situation hence the teaching of English grammar has gone beyond mere verbalization and memorization. Teachers were once regarded as repository of knowledge but in today classroom where innovative technology tools dominate teaching and learning the tide has changed. Teaching is now learner-centred where teachers act as facilitators of knowledge. Teachers constitute a major input in teaching process and are indispensable in the accomplishment of educational goals in any nation. They can take students beyond traditional limits and encourage adequate participation in teaching activities by creating exciting learning environment for the learners to experiment and explore with the aid of innovative technology tools. Little wonder that the National Policy on Education (2004) states that “no education system can rise above the quality of her teachers”. Otunla (2014), stresses that technology employs problem solving approaches, devices and techniques in solving problems associated with human learning and it is meaningful and goal directed. Innovative technology tools are believed to be inherently advantageous because they make teaching and the recall of previous learning easier thereby rekindling students’ interest, providing new stimuli, activating the students’ response and providing systematic steady feedback.

Several studies have been conducted on teaching/learning of grammar. Nawira (2019) notes that there are some challenges faced by the students in developing grammatical knowledge not knowing how to make good sentences, too large class size, low vocabulary, lack of relevant facilities, poor knowledge of tenses formation, lack of self-confident and insufficient allocation of time. Yusob (2018) argues in his study that some researchers believe that the ill-defined guideline of teaching grammar has been the main challenge of teaching grammar while some opine that inculcating grammar in the Communicative Language Teaching (CLT) is the main challenge.

Leveraging on innovative technology in learning of grammar is an inevitable part of innovation of ever-changing technological world. Innovative technology tools therefore are essential parts of teaching and learning tools. For instance, Robinson (2022) believes that technology seems to be the most viable alternatives to learning amidst the pandemic due to the fact that students rely on remote learning and online classes.

The vision statement of The National Policy on Information Technology states: ‘To make Nigeria an IT capable country in Africa and a key player in the information society by the year 2005, using IT as the engine for sustainable development and global competitiveness’. We are in 2023, integration of technology into teaching and learning process is still a mirage in most of our educational institutions. The 21st century students are constantly yearning for activity packed learning because they are active digital literates who are ‘constantly seeking and constructing knowledge within a meaningful concept’. They need powerful technology tools to access varieties of information and collaborate with their colleagues across the globe. This has necessitated a shift in learning. Due to the exposure to and interaction with innovative technology, learners can now process information differently and their thinking pattern is different from that of their teachers. The Lecturers on the other hand are observed to have little or no appreciation for the new technology skills that their students (‘digital natives’) have acquired through the years of interaction and practice with technology. Lecturers need to work hard on their pedagogy and update themselves on the latest technology tools in teaching. A good illustration with the use of innovative technology tools will go a long way to motivate students’ learning and enable them have unforgettable lifelong experience which is needed in digital world especially in the teaching of English grammar. Digital students live, learn and play in a media saturated motivating environment hence they do not see any relevance in the today obsolete school curriculum where teaching is still done in a conventional way with boredom which causes disengagement in learning. Keilner in Farris and Ylimaki (2010), states that rapid developments in technology have brought many exciting changes to life in the new millennium, presenting new challenges for schools. Today students expect their teachers to key into this new exciting way of instructional delivery with fun and motivation. Hence the study examines leveraging on innovative technology as an effective tool in teaching English grammar.

Statement of the Problem

English grammar is a vital aspect of English language. English language is a core subject which students must pass at a credit level to qualify for admission in any Higher Institution in Nigeria. Edwin (2018) exposes various types of tense errors in academic writing which are taken from three categories of errors in tenses such as simple present tense,

present perfect tense, and simple past tense. The application of grammar rules also allows the learners to organize their ideas into comprehensible sentences to enable them communicate successfully through a written form. Vocabulary, grammar gives students some pathways on how some lexical items should be combined into a sentence so that they can form meaningful and communicative statements or expressions. Observation has shown that some students find it difficult to recognize these rules and commit errors hence setbacks in examinations. It is against this background that the study examined leveraging on innovative technologies as effective tool in teaching English Grammar, Ekiti State university, Nigeria.

Objective of the Study

The objective of the study is to investigate innovative technologies as effective tool in teaching English Grammar, Ekiti State university, Nigeria.

- i) Specifically, the objective of the study is to examine the innovative technologies available.
- ii) If they are available do the lecturers use them to teach and correct the grammatical errors commonly made by students.
- iii) It is also to identify the challenges facing the lecturers in the use of innovative technologies in instructional delivery of English Grammar

Research Questions

The following research questions were raised to guide the study:

1. Are innovative technology tools available for lecturers to assist students in resolving the common grammatical errors they commit?
2. If they are available, do lecturers have the technical know-how of effective usage?
3. What are the challenges facing the use of innovative technology tools in the university?

REVIEW OF EMPIRICAL LITERATURE

Concept of innovative technology

Innovative technology is the term used to describe digital applications and resources used to enhance and compliment teaching and learning processes. It includes a range of technologies, features and approaches to develop student-centred learning. It also covers the skill, knowledge, and ability to use technology which helps individuals develop their full potentials in relation to self-learning, life and work. Innovative technology encompasses the skills to teach with technology through communication, collaboration and problem solving. According to Buabeng-Andoh (2019), many educational institutions and governments worldwide have taken the integration of ICT into teaching and learning hence the importance of innovative technology in teaching and learning of grammar cannot be over emphasized. Innovative Technology based learning is a gateway for easy access to textual materials which can make learning captivating, motivating, engaging and more exciting because they appeal to all the sense organs. Teachers' technology competency and pedagogical skills cannot be ruled out in the effective use of technology tools. Ajayi in Ajayi and Ekundayo (2009) stresses that teaching and learning have gone beyond the teacher standing in front of the students and disseminating information to them without students' participation. Innovative technology tools can be employed by teachers to teach difficult concepts and arouse interest in students in English grammar. But it will take digitally literate teachers who possess the skills to be able to do that. A report from the National Institute of Multimedia Education in Japan revealed that Information and Communication Technology (ICT) has a significant and positive impact on students' achievements especially in terms of knowledge, comprehension and presentation of skill in the subject areas such as Mathematics, Science and Social Studies even in English Grammar. Nigeria also realising the importance of technology in the classroom, introduced smart classroom with interactive board and students' laptops in order to improve computer skill performance. The former Central Bank of Nigeria (CBN) governor in National Television Authority (NTA) News 2015, noted that there is skill gap in Nigeria but with the introduction of innovative technology to the classroom, the gap is likely to be bridged to some reasonable extent.

Concept of English Grammar

The word grammar comes from Greek word meaning 'craft of letters'. It is the systematic study and description of a language (thought.com). Grammar of a language includes basic axioms like verb tenses, articles and objectives. Language cannot function without grammar. Grammar is the study of the classes of words, inflections, functions and relations in the sentence (Merriam Webster www.merriam-webster.com). A British Linguist, David Crystal once said grammar is the study of all the contrasts of meaning that is possible to make within sentences. Babalola (2002) defines grammar as the gamut of word formation (morphology) and word order (as in phrases, clauses, and sentences) that we call syntax which are carefully put together in human speeches either in oral or written forms for a good expression of thoughts, ideas, desires that will be meaningful (semantics) to the listeners. There are different types of grammar. They include pedagogical, prescriptive, traditional, universal, comparative, descriptive, lexico, case, cognitive, construction, generative, lexical-functional, mental, theoretical and transformational grammar (Crystal David. The flight of English, Oxford University Press, 2006 updated by Richard Nordquist, 2020, Babalola (2002)

English grammar is an aspect of English language. English language is a core subject which students must pass at a credit level to qualify for admission in any Higher Institution. Observation has shown that some students find it difficult to pass it at credit level and there are always flaws in speaking aspect due to grammatical errors. This informed the study to examine innovative technology tools that can be employed to enhance instructional delivery of English grammar in order to reduce the problem to its barest minimum. Teachers and students need to develop the ability and interest to utilize them and exploit its benefits in teaching English Grammar. In this regards, students and teachers' ability to utilize innovative technology tools is dependent on their ability and availability.

Methods of teaching English Language

There are several methods teachers adopt to instruct in English Language students. The most popular one is the traditional method which is teachers-centred approach. This approach is the most frequently used. The teacher is seen as repository of knowledge while the students are passive with little or no participation or contribution. The method does not carry all categories of students along especially the slow learners hence the needs of the students are not always catered for.

Modern classrooms are gradually and increasingly using technology tools to enhance effective learning. Teachers can present feature of many software programs in series of slides and project them during class instruction. It permits students to be active participants in the learning process, promotes individualized, involves creative thinking and problem solving. This will motivate them to learn individually and also collaborate with each other. They can also harvest knowledge from each other as they interact. Little wonder that there is an advocacy for students-centred method of instruction which caters for the needs and interest of all students.

Problems of teaching English Grammar

Teaching and learning of grammar instruction have helped to provide EFL/ESL students with information and guidance needed to learn a language (spoken and written) effectively. Grammar is perceived as a component that could complement language skills and vocabulary. Grammar helps in acquiring the correct utterances of the language. As for reading, grammar enables learners to understand interrelationship of sentences within a paragraph, a passage and a text. Besides, applying grammar rules also allows the learners to organize their ideas into comprehensible sentences so that successful communication can be achieved through a written form. In the case of vocabulary, grammar gives learners some pathways on how some lexical items should be combined into a sentence so that they can form meaningful and communicative statements or expressions (Babalola, 2002). Researchers also note that the role of a language teacher is not only to teach grammar according to rules and regulations but to include it into the communication process of everyday life and make it accustomed to the students. Observation has shown that learning English language as an ESL/EFL learner comes with different challenges and difficulties such as understanding, expanding and internalizing features of grammar. To master English language, it is important that EFL/ESL students master the various forms and usages of the aspects of English. English grammar is an important part of English language which appears to be the most difficult aspect. For instance, students have been exposed to the rules of English grammar since primary school to tertiary level yet they may not be able to apply them properly when speaking or writing in English. This problem can be tackled through the use of technology tools.

Santana (2019) notes in his study that many reasons have been put forward as the causes of students' inability to master the basic language skills. One of these problems is what the public educational system presents as the lack of technology in classrooms especially at the primary and higher Institution level. Without technology, students might not obtain the necessary knowledge needed to develop the English grammar structures and improve the English language. Another problem is the teaching strategies employed which might not be appropriate to teach grammar instruction. If students' background and previous experiences regarding the English grammar learning are poor, these factors might be presented when they start their English career Higher Institutions.

Some researchers have shown that many students dislike grammar. Iqbal, et al (2017, affirm that students do not only get annoyed when taught grammar but perceive it as difficult and boring subject. The reason adduced for this is that students are rarely taught with exciting methods within the classrooms nor are they stirred up to do creative tasks that are associated with grammar. Also, Al-Mekhlafi and Nagaratnam (2011) explain that students, on their part, have generally looked upon grammar instruction as a necessary evil at best and an avoidable burden at worst. The common grammatical errors such as the lack of subject-verb agreement, plural markers, subject-verb agreement, personal pronoun, word order, article, auxiliary, and sentence fragment or rules related to tenses which are considered as complicated might be caused by the linguistic backgrounds of the students (Widianingsih and Gulö, 2016; Ariyanti and Fitriana, 2017). The misuse of verb tense forms in English may result in ill-formed sentence or utterance which itself may lead to distorted meaning and misunderstanding by the reader or listener (Maiguero & Mohammad, 2022). Tense is a grammatical category which indicates a time relation, the time of an action or when an event occurs. Verbs have three types but only two tenses are identified and marked in English language. These are present tense and past tense (Oyinloye, 2001). However, Maiguero and Mohammad (2022) posit that verb tense could reflect in three ways: present, the past, and the future tenses. These tenses help to express our intentions with reference to time hence the writer or speaker needs to use the verb tense form appropriately.

Hourani (2008) posits in his study that the use of English verbs was a major problem because participants find it very difficult to know when and how to use the tense and the forms of the verb. The tenses most commonly misused are the simple past tense, future tense, past perfect and present simple. The reason given to this shortcoming is the incomprehensibility of grammar rules. Maiguero and Mohammad (2022) analyze the use of English verb tenses in secondary school students' writings. The results showed that the students' use of verb tenses in English was very inappropriate and all the three tenses were found difficult by the students leading to verb tense errors of various types including substitutions, additions, and omissions of morphemes. Edwin (2018) states the various types of tense errors in academic writing. The types of errors were taken from three categories of errors in tenses, namely simple present tense, present perfect tense, and simple past tense. The following are the examples of errors extracted from his study:

1. Incorrect Use of Simple Present Tense: *President attempt to decrease the poverty percentage by . . .*
2. Incorrect Use of Present Perfect Tense: *All students has come on time in attending the class but . . .*
3. Incorrect Use of Past Tense: *The country that has internet (was) different in terms of the technology use.*

Conditions for the use of innovative technology

Though testimonies abound about the effect of students' motivation through the use of innovative technology in instructional delivery, there are certain criteria to be fulfilled to be able to use the technology tools.

- Both teachers and students must be able to manipulate the innovative technology tools
- They must be available, accessible, powered with internet facilities and electricity
- Both teachers and students must possess the skills to use the technology to achieve the learning outcomes.

Availability and Manipulations of Innovative Technology tools for teaching of English grammar

Having well-equipped technology facilities in the classrooms can be of immense advantage for both teachers and students as they will enhance the learning process. This will invariably provide students with practical training and make teachers more skillful and efficient in spoken English. There are many ways of using technology tools to support and improve learning. Before the advent of computer, radio, film and television have been introduced into the classroom. The advent of computer-based technologies brought about a paradigm shift. Games require students to use problem solving skills or demonstrate mastery in vocabulary words. For instance, instructional games can be used to teach grammar. They provide an appealing environment where students follow prescribed rules to attain a goal and it is highly motivating. Drill and practice is a classroom method to assist learners master basic skill through repetitive

work. Drill and practice is usually designed to increase proficiency in a new learned skills and it includes feedback to correct errors. The possibility of this is availability of these facilities. Okwudishu (2005) indicated that unavailability of some ICT components in schools hampers teachers' use of it. The use of innovative technology tools in teaching of grammar is an inevitable part of innovation of ever-changing digital world. Leveraging innovative technology therefore is an essential part of teaching and learning. In the words of Robinson (2022), technology seems to be the most viable alternatives to learning amidst the pandemic since students rely on remote and online learning. A good illustration with the use of innovative technology tools will go a long way to motivate students' learning and enable them have lifelong experience which is needed in digital society. An example is cited in a devotional book, the Daily Manna in Oso (2016) of an old time infants school teacher who states that

‘a good illustration is worth more than ‘a sack of chalk’,
illustrations, when aptly used are like windows on the side of a walled house
they throw light into the rooms that all may see’.

The use of innovative technology tools is like a window on the side of a wall where light shines through into the students' brain. The wind of innovative technology revolution has blown into the art of teaching and learning with the invention of more versatile educational media which will enhances effectiveness and efficiency in the art of teaching and learning. Okwudishu (2005) indicated that unavailability of some ICT components in schools hampers teachers' use of it.

It will be smart of teachers to identify and exploit the advantages of these technology tools to assist students and engage them in active learning. Students can learn through video, audio books, computer made transparencies, whiteboard, CD, handset, interactive television instruction, teleconferencing, google classroom among others.

Game based learning

Game based learning is one of the innovations brought into teaching and learning process in the 21st century. It can be a good source of teaching English grammar. Game based learning is done in such a way that students will excitedly engage in learning without direct instruction from the teacher. Students naturally like games because they are exciting and fun. The players are engaged through a narrative or storyline.

Interactive Television

This is another innovation brought into teaching and learning process through technology. Interactive television allows learners to receive live television broadcast instruction remotely away from the actual instructor. The instructor is located at a broadcast studio and the students view the instructor(s) on a television monitor. Interaction is provided by one or more additional components. “They can ask questions or provide feedback to the instructor through a number of mechanisms that can be used either independently or in combination” (Stevens, 2001). The main advantage of interactive television is that instruction can be transmitted to several different sites thus covering a large number of students using existing broadcasting infrastructure.

Video tapes

Video tapes is a good source and effective medium to teach and learn grammar. It can be recorded, reproduced and edited by using a portable video camera and a home video editing suite. A professionally designed video can be effectively used to teach grammar. Video can provide rich data for class discussion and convey certain concepts much more powerful than reading or listening to lectures. This takes care of varieties of learning styles in the classroom and heighten students' involvement in classroom discussions on a topic. The teacher can make good quality tapes of the topic to be taught. The students have the flexibility to replay, pause, and rewind and can repeat lessons as often as they wish (Hampton, 2002).

Internet/Web-Based Training

Internet/Web-Based training provides an environment where students access and study course materials online. It may involve the use of live e-learning materials such as application sharing, online, discussion boards, chats and messaging programmes that allow real-time interactions between teachers and learners. It can also be used to transmit text, graphics, images, animation, or video. The major advantage of web-based training is that students can study anytime at their own pace and anywhere as long as there is a computer connected to the Internet (Hampton and Bartram, 2002).

If designed properly and with the students' needs kept in mind, online learning can be a very powerful, interactive and virtual learning environment that can stimulate and improve learning experience. Effective online learning, however, requires appropriate infrastructure support and well-designed applications. Without adequate infrastructure, the quality of graphics, audio, and video may be poor.

Audio graphics

English grammar can be taught by a teacher through an audio conference and the students may have pre-distributed materials such as Microsoft PowerPoint slides that accompany the lesson. The materials may also be available on the Web in form of images, text, video. Another option is to have the teachers and students interact graphically through interactive white boards during the lesson: "Computer is used as a board. The graphics appear immediately on students' screens and the students may either respond by using their own drawing pads or by speaker phone". The limitation of audio graphics is that the visual aids such as text, slides, still video, images, CD-ROMs have to be distributed beforehand. For web-based aids require an Internet connection.

Zoom Application/Google meeting/Google classroom

These are another innovative technology tools through which teachers can interact with students during English grammar lessons. It is a cloud based video communication application which enables one to set up virtual video and audio conferencing, live chat, screen sharing, webinar and other collaborative appliances. They are easy and simple to use. The physical presence of both the teachers and the students is not needed. The use of any of the applications in instructional delivery requires a good mobile phone or computer devices connected to the internet. These technology tools are in high demand by teachers who know the importance of the use due to their flexibility, cost effectiveness and easy access to information. The use of them also depend on their availability.

METHODOLOGY

The research method for the study was descriptive of the survey type due to the fact that the researchers described only the existing phenomenon based on the information elicited in the available documents with pre-service teachers. The research instruments were structured questionnaire developed for data collection. The self-constructed questionnaire contained 20 items. Section A contained available items on innovative technology tools, section B answered questions on innovative technology tools used by the teachers for instruction while the items on section C were the challenges facing lecturers and students on the use of innovative technology tools.

Population

The population of the study consisted of all the 400 level English Language students in the department of Arts and Language of the faculty of Education, Ekiti State university, Ado-Ekiti

Sample and Sampling technique

All the 100 English language students were used for the study. The reason being that they would soon be graduating and need to be prepared for the tasks ahead of them in the world of work. They need to be error free.

Research instrument

The research instrument used to elicit information from the respondents was questionnaire titled Leveraging on Innovative Technology as Effective Tools in Teaching and Learning English Grammar (LITETTLEGQ) containing 20 items.

Validity of the instruments

The instrument which is questionnaire was validated by experts in English Language and technology to ascertain the face and content validity.

Data Analysis

The data collected were analysed using frequency and simple percentages

RESULTS AND DISCUSSION**Descriptive Analysis**

Research Question 1: Are Innovation technology tools available in the school?

Table 1: Frequency Counts and Percentages of the availability of modern technology tools in Schools

S/N	Items	Available		Not available	
		Freq.	%	Freq.	%
1	Computers	82	82.0	18	18.0
2	Educational Software	75	75.0	25	25.0
3	Projectors	88	88.0	12	12.0
4	Video Tapes	60	60.0	40	40.0
5	Instructional Games	68	68.0	32	32.0
6	Interactive Television	75	75.0	25	25.0
7	CD ROM	79	79.0	21	21.0
8	Internet	56	56.0	44	44.0
9	Smartboard	26	26.0	74	74.0
10	Smartphone	60	60.0	40	40.0

Table 1 show the availability of innovative technology tools available in university.

88 (88.0%) of the respondents said Projectors were available while 82 (82.0%) of them said computers were available. Seventy-five (75.0%) of the respondents also agreed that they had Educational Software while sixty-eight (68.0%) of the students attested to the fact that there were Instructional games. About sixty (60.0%) of the students agreed that Video Tapes were available while 79 (79.0%) of them said that was available. Seventy-five (75.0%) of the students said that they had Interactive Television accessories while 60 (60.0%) of them said they had Smartphones

Research Question 2: Are the available modern technology tools being used in schools?

Table 2: Frequency Counts and Percentages of the utilization of Innovative technology tools in schools

S/N	Items	Used		Not used	
		Freq	%	Freq.	%
1	English language lecturers use online resources for instructional delivery	56	56.0	44	44.0
2	English language lecturers use Zoom Application /Google meet/Google classroom technology as tools for instruction	26	26.0	74	74.0
3	English language teachers use educational software as technology tools to assist English language students	75	75.0	25	25.0
4	English language teachers used Educational television to teach English grammar	79	79.0	21	21.0
5	English Language teachers used Recorded videotapes to teach spellings	60	60.0	40	40.0

Table 2 shows the utilization of innovation technology tools in schools

Seventy-nine (79.0%) of the respondents agreed that were used Educational television for instructional delivery. Seventy-five (75.0%) of them said that lecturers used Educational software as tools in instruction to assisted English language students in correcting grammatical errors. Sixty (60.0%) of the students said that their lecturers used recorded tapes to teach spellings. Fifty-six (56.0%) of the respondents said that English language teachers used online resources for instructional delivery. Twenty-six (26.0%) of them said that lecturers used Zoom Application /Google meet/Google classroom technology tools in instructional delivery. It could be deduced from the above table that the available innovative technology tools used for instructional delivery adequately except online resources.

Research Question 3: What are the challenges to the use of innovative technology?

Table 3: Frequency Counts and Percentages of the challenges in the use of innovative technology

S/N	Items	Agree		Disagree	
		Freq	%	Freq.	%
1	Lack of adequate Educational Software	74	74.0	26	26.0
2	Lack of adequate Technology infrastructure	60	60.0	40	40.0
3	Lack of adequate functional computer laboratory	82	82.0	18	18.0
4	Teachers' lack of adequate knowledge of technology utilization	63	63.0	37	37.0
5	Lack of adequate training opportunity	65	65.0	35	35.0

Table 3 shows the barriers to the use of innovative technology. Eighty-two (82.0%) of the students said that Lack of functional computer laboratory was one of the major barriers confronting the use of innovative technology while Seventy-four (74.0%) of them said it was lack of educational software. Sixty-five (65.0%) of the students on the other hand admitted that Lack of training opportunities was one of the barriers to the use of innovative technology while sixty (60.0%) of them said it was lack of technology facilities. About sixty-three (63.0%) of them saw teachers' lack of technology literacy as a barrier to the use of innovative technology in schools.

DISCUSSION

The findings of the study revealed that majority of the innovative technologies were available except for smartboard. This agreed with Buabeng-Andoh (2019), who stated that many educational institutions and governments worldwide have taken the integration of ICT into teaching and learning but contradicted Okwudishi (2005)'s findings that technology facilities were not available in schools though he did not work with higher institutions. The findings further showed that the innovative technology tools investigated were used by lecturers in instructional delivery like educational television and recorded tapes probably due to its flexibility. This agrees with (Hampton, 2002) who stated that students have the flexibility to replay, pause, and rewind and can repeat lessons as often as they wish. English language lecturers as seen in the findings did not adequately use Zoom Application /Google meet/Google classroom technology as tools for instruction probably due to the fact that they did not have the technical know-how of the use of the application. This was corroborated with the observation of former Central Bank of Nigeria (CBN) governor as relayed in National Television Authority (NTA) News 2015 that there is skill gap in Nigerian educational system. The finding also showed that there were challenges in the use of innovative technology in instructional delivery which include Lack of adequate functional computer laboratory and educational software among others. This confirmed the finding of Santana (2019) who noted in his study that many reasons have been put forward as the causes of students' inability to master the basic language skills. One of these problems was the lack of technology in classrooms especially at the primary and higher Institution level. Lecturers and students might have the desire to be engaged in a technological saturated environment but the resources needed might not be adequately available.

CONCLUSION AND RECOMMENDATION

Many educational institutions have adopted for the first time the use of technology tools to cushion the effect of students' low academic performance in examinations. The study concluded that teaching and learning has shifted from conventional to digital especially in post COVID 19 pandemic era. Innovative technology tool can be effective

instrument to deliver instruction efficiently. It can provide wonderful and a powerful tool option for the classroom. They can help learners with different learning abilities. They can add variety and impact powerful teaching. This paper has established that most of the innovative technology tools used by the lecturers in instructional delivery were not sufficiently adequate. There were shortcomings observed which included lack of technology tools, training opportunities of lecturers, digital literacy of lecturers, infrastructure, computers and computer laboratory. Innovative technology tools can be effective instrument to deliver instruction efficiently. It can provide wonderful and a powerful tool option for the classroom. If well applied it can enhance the classroom activities and students performance in English grammar. Hence, it is recommended that educational stakeholders should provide sufficient innovative technology tools for lecturers to encourage students and motivate them to learn which have been initiated by lockdown occasioned by the Covid-19 pandemic. Technology infrastructure should be put in place for ease of use by both students and lecturers. Seminars and workshops should be organized to constantly update both lecturers and students on the technical know-how of the use of innovative technology. On the other hand, lecturers should be sponsored in local and international seminars and workshops.

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