



Teaching English Language in Nigeria Via ICT Availability in Secondary Schools

Godwin Emeka Egba ^{1*}, Ereke John S ², Eluu Patrick E ³

¹⁻³ Department of Arts and Social Science Education, Faculty of Education, Ebonyi State University, Abakaliki, Ebonyi State, Nigeria

* Corresponding Author: **Godwin Emeka Egba**

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Abstract

The paper is on teaching English language in Nigeria via ICT availability in secondary schools. Information and Communication Technology (ICT) refers to the use of computers and telecommunication technologies, systems and tools to facilitate the ways information is process, collected, transmitted and stored. Information and Communication Technology (ICT) comprise computers, software applications, hardware devices, wire and wireless technologies, internet and other electronic gadgets that used to communicate information to the public. Thereupon, the following areas were discussed in the paper; ICT resources in teaching English language, the use of ICT, implications of ICT, the concept of English grammar, types of grammar, poor application of ICT in teaching English language. Based on the concepts discussed recommendations and conclusion were made.

Keywords: Teaching, English Language, ICT, Secondary

Introduction

In this era of globalization, human, personnel, personal and national development largely depend on information and communication technologies (ICTs). All sectors of life also depend on ICTs to survive, reach out to others and be reached. The application of information and communication technologies (ICTs) in the classroom setting especially in the teaching of English Language, is to supplement and complement the conventional teaching methods and instructional materials. It is a new innovation in the teaching process. According to Ekwelem (2019) ^[16], information and communication technology (ICT) refers to the use of computing and telecommunication technologies, systems and tools to facilitate the ways information is created, collected, processed, transmitted and stored. Poudel (2022) ^[59], states that Information and Communication Technologies (ICTs) include tools such as email, Skype, laptop computers, software applications, wire and wireless technologies that support telephones, the internet and the met-averse which are used to access, gather, manipulate, present or communicate information to people. Information and communication technology therefore, include hardware and software applications, connectivity and video conferencing; computers and their accessories, as well as internet and networking infrastructures. Okafor and Enemuo (2022) ^[51], opine that information and communication technology (ICT), include a wide range of services and tools used to gather, disseminate, document, interact and manage information.

This definition is in tandem with that of Ekwelem (2019) ^[16] which states that ICT includes the computing and telecommunication technologies, systems and tools that facilitate the ways information is created, collected, processed, transmitted and stored. In the same way, Mavellas, Wellington and Samuel (2016) ^[45], posit that ICT refers to information handling apparatuses, applications and facilities used for production, storage, processing, distribution and exchange of information. Issa, Daramola, Aladelsusi and Udoh (2017) ^[33], also corroborate that ICT is used to collect, store, process and disseminate information in various forms in the classroom settings. Okogie (2016) ^[56], emphasized that ICT consists of academic and non-academic activities which involve the use of whiteboards, computers, internet, laptops, modem, flash memory, overhead projectors and CD-ROM packaged software.

The term "ICT" was first used in a report by Dennis in 1997 to the government of the United Kingdom (UK), and later in the revised national curriculum for England, Wales and Northern Ireland in the year 2000 (Nthep, 2024) ^[53].

Specifically, in Nigeria, the use of ICT dates back to 1998, when the National Policy on Computer Education was enacted. The policy emphasized the need for learners to acquire the basic computer skills, to use computer to facilitate learning, for basic text writing, for computation and for recording of data. These were also applicable to the secondary and tertiary institutions though, in a higher level, (Ejiroghene, 2021) ^[15].

National Policy on Education as contained in FRN (2013), followed up the above provisions by integrating computer education/studies into the Nigerian education system. Based on global trends, and innovations, the need to go beyond the level of computer education to the level of ICT and the required infrastructure arose. According to Simwa, (2022) ^[63], the Nigerian National Information Technology policy was subsequently approved in March 2001. The National Information Technology Development Agency was also, formed to cater for the ICT needs in Nigeria, Today, the organization boasts of having made Nigeria an ICT-compliant country and the main player in ICT in Africa.

There were three salient objectives among others, which were emphasized in the Nigerian National Policy for Information Technology, (NNPIT) as contained in FRN, (2013). These salient objectives included the empowerment of youths on ICT skills to prepare them to do not yield the desired results. This is because; ICT facilities are still grossly inadequate in most secondary schools in Ebonyi State.

As a matter of fact, there are many challenges to the utilization of ICTs that need to be addressed for effective teaching process especially, English Language which occupies a vital position in the teaching process. For instance, it is a core subject as well as the official language of instruction. It is a tool for overall development of learners and also for lesson delivery. In this era of globalization, it is one of the tools that helps the society to keep pace with new trends and innovations in both teaching and learning. In the social, political, economic, scientific and technological spheres, English Language has been used to implement changes that have occurred over the years. It is crucial for the training of the Nigerian Child in the socio-cultural, scientific and technological contexts which largely involves the use of English Language.

One of the ways to apply ICT in teaching the English Language is to utilize the software applications such as online interactive platforms as well as wire and wireless technologies in the classroom settings. In the same way, the English Grammar which is the main focus of this study can also be taught using various ICT facilities such as computer applications and hardware devices. According to Roumanille, Sibawayh, Lomonsov, Valla and Vacaresu (2025) ^[60], grammar is the underlying structure of a language that any native speaker of that language learns intuitively.

Other features of the English Grammar include Phonology (which is about articulation of speech sound), Morphology (Process of word formation) and syntax (Patterns of arrangement of word in sentences, clauses, phrases, and the formation of sentences and the relationship of their component parts) which concerns the general rules of grammar of the English Language. In other words, grammar is concerned with the rules of a language which govern the sound system, formation of words, sentences, sentence elements; as well as their combination and interpretation.

A wide range of stimulating computer software and modern teaching aids such as computer, interactive whiteboards,

DVDs, electronic games and internet, are some of the media to be utilized for the teaching of the English grammar. According to Acevedo (2016) ^[1], English Language teaching and learning is effective and successful when ICTs are integrated. Poudel (2022) ^[59] also argued that the use of information and communication technology (ICT) is effective and successful because technology has revolutionized everyday life and language education cannot ignore its potential. The teaching and learning of English grammar can therefore, be enhanced by constructing new ways of reading and writing, through collective work, and by renaissance learning. Different ICT applications can also, be exploited to the advantages of students' learning of English and Literature. This is so because, ICT creates several learning opportunities for students to explore and investigate, compose and create, reflect and evaluate, present and perform, collaborate and communicate.

As a matter of fact, several studies have been conducted in different areas of using ICT to teach the English Language, and it was discovered that the act of using computer and electronic stories in the teaching of English in classrooms enhance students English Language learning. According to Shields (2017), ICT has the potential to enrich the learning environment and to enhance students' learning in classrooms. Liew and Aziz (2020); Nicosia, Dizayee, Bostanci and Kurt (2022) ^{[35][52]} also observed in a study that the use of animation, online dictionary, support and sound effects in the teaching of English in class has an edge over the conventional classroom settings of teaching and learning. In the above studies, it was identified that students in ICT classroom perform better than those in the conventional classroom. Thus, ICTs have the capability to transform the pedagogy of teaching and learning of the English Language in general.

A good combination of technology with pedagogy is vital in learning integrated skills of language, (Angeli, Valanides, Mavroudi, Christodoulou and Georgio, 2015) ^[4]. The use of technologies in the teaching of English in the classroom can enhance the development of cognitive skills. The use of visual images could lead to concretization of knowledge, cognitive development and skills; motivational skills and interactional skills which come by convenient sharing of ideas. According to Bolaji (2023) ^[6], the use of ICTs provides opportunities for exploring the communicative power of the English Language learner by creating opportunities for such learners to explore literacy texts and to engage in interactive activities in many ways. Acevedo, (2016) ^[1], also posit that computer-based activities promote collaborative and interactive learning thereby providing unique opportunities for the development of the speaking and writing skills in learners. Thus, a variety of technology for learning which promote interactive and collaborative learning environment can develop learners' autonomy and lead to meaningful learning.

The use of ICTs such as personal computers, internet, mobile phones, and many other ICT tools, have led to a paradigm shift in teaching and learning generally, and English in particular. The traditional models of teaching and learning has been replaced with new and transformed pedagogies. This paradigm shift is all about change in concepts and procedures of teaching and learning. For instance, the emphasis on creative learning against rote learning is an instance of transformed pedagogy. There are also paradigm shifts from behaviourism/habit formation-based teaching to rational/cognitive-based teaching; from teacher-centered

approach to learner-centered approach; and from psychometric-structuralism testing approach to psycholinguistic-sociolinguistic testing as being practiced today in the field of education.

Furthermore, language learning can occur through online/offline language learning using online/offline software. It can also occur through language platforms and computer-assisted language learning (CALL) which makes language learning easier, more effective and attractive. There are also other computer programmes that can be used to teach other aspects of English language, such as Oral English. According to Low, (2019) ^[36], the 2003 version of the Microsoft word office can be used to teach the English speech sounds as well as prosody. Similarly, Okonkwo and Ereke (2013) ^[57], stated that a telephone can be connected to a computer and used to teach the oral English. First, the Microsoft is turned on, then the tools' menu is clicked to select speech input on the telephone. The speech input will quickly display on the task bar. The teacher or student will then find the following commands in the mechanism: speech command, voice command and correction command. If the speech command is activated, the teacher/student can speak and write sentences without manipulating the keyboard. If the voice command is activated, it will indicate what to save, close or delete from the system while the correction command is used to correct possible mistakes. It is the mouse that is used to select the correct options and to issue the required commands. This programme application is therefore, effective for the teaching and learning of pronunciation in English Language since it is capable of showing the correct and incorrect pronunciations. For example, if a learner pronounces a word correctly, the computer will write them correctly but if wrongly pronounced, the computer will show a wrong word. According to Low, (2019) ^[36], this system is effective for teaching pronunciation and spelling simultaneously.

Origination of ICT in Nigeria

The term "information and communication technology (ICT) refers to technologies which are used to facilitate communication and information of all kinds all over the globe. It includes all kinds of technological tools and resources that are used to create, store, manage and disseminate information such as computers, internet, radio, television, telephone and more. According to Rouse (2024) ^[61], information and communication technology (ICT), refers to the use of computing and telecommunication technologies, systems and tools to facilitate the ways information is created, collected, processed, transmitted and stored. In other words, information and communication technologies (ICTs), include computers, software applications, hardware devices, wire and wireless technologies, internet, and other facilities that are used to access, gather, manipulate, present or communicate information to people. Okafor and Enemuo (2022) ^[51] also supported the above definition by describing ICT as a wide range of services and tools used to gather, disseminate, document, interact and manage information.

A comprehensive National Policy on ICT in Education in Nigeria was launched in 2019 by the Federal Ministry of Education, (FME, 2024) ^[18]. The policy was originally approved in 2010, but in order to raise the standards of ICT in Education in the country, Government reviewed and developed a new national policy on ICT in education blue print in 2019. One of the aspects of the new educational blue

print was the introduction of Computer Education which later metamorphosed into what we now know as ICT.

Like other African countries, Nigeria as a nation embraced ICT late and slowly in all sectors of the nation. Mustapha (2020) ^[49] states that in Africa generally, there is a low access to basic ICT equipment, low internet connectivity, low participation in the development of ICT equipment, and even low involvement in software development. This backwardness of Africa in ICT gave rise to the establishment of the African Information Society Initiative (AIS). The AISI action plan was the framework that facilitated the formation of National

Information and Communication Infrastructure (NICI) plans and strategies, which was charged with the planning, implementation, regular evaluation of programmes and pilot projects in line with the needs and priorities of each country (African Development Forum 1999). However, apart from the fact that Nigeria made a significant progress in October 1999, when it issued a policy statement on development strategy and investment opportunities and ensured the approval of the National Policy on Telecommunication in same October 1999, Nigeria did not achieve much on the NICI plan and strategies at the beginning of 1999. The policy statement on telecommunications contained policy statements on objectives, structure, competition policy, satellite communication, management structure, finance and funding; manpower development and training, internet; research and development, safety and security, international perspectives and policy implementation and review (FRN, 2000). The national policy on telecommunication was a key step in the development of infrastructural base for ICT in Nigeria. Thus, in 2001, the Federal Government of Nigeria approved the national policy for information technology and the establishment of the National Information Technology Development Agency (NITDA).

Since then, the growth in the usage of ICT in Nigeria has been tremendous. For instance, computer installations are widely available in the universities, government departments and agencies, banks and industries. However, despite these efforts, the rating of Nigeria in the Networked Readiness Index has remained low over the years. The Networked Readiness Index (NRI) published annually by the World Economic Forum measures the extent countries are able to exploit the ICT in given areas, as well as the readiness of stakeholders such as individuals, businesses and Government to utilize ICT. The table below shows the rankings of Nigeria among some selected countries from 2020 to 2023 on the overall use of ICT.

Availability of ICT Resources for Teaching the English Grammar in Secondary Schools

The availability of ICT resources refers to the required technological tools and devices such as computers, computer laboratories, constant power supply, internet facilities, software, and hardware that can be seen at sight. It also refers to the number of qualified personnel to manage and operate the ICTs, opportunities for training and retraining of the personnel to keep pace with the development and innovations in ICT and related technologies for the purpose of instructional delivery in schools. Availability also, refers to the degree to which ICT facilities are readily on ground for users to access. It is therefore, key to the teaching of the English Grammar and the English language in general. It also, holds awesome guarantee for enhancing the teaching

of the English Grammar. However, there have been reports of low availability of ICT resources in schools.

According to Ngwu (2014)^[50], relevant ICT resources are not adequately available in schools. Aikins and Arthur-Nyako (2024)^[2], also corroborated the above report that there is low availability of ICT resources in schools. Similarly, Moses, Nhipandulwa and Shikusho (2022)^[48] opined that there are insufficient laboratories in schools, erratic internet services, limited computer facilities for teachers, lack of central databases in schools, lack of learning management systems for electronic teaching in schools, insufficient courses and training, poor training of teachers, poor ICT integration, unavailability or inadequate use of CD-ROMS, poor support from government, negative attitude of teachers and lack of technical support skills from laboratory technicians on the true state or usability of ICT in schools.

The availability of ICT is therefore, crucial for its integration in the teaching of the English Grammar. According to Farhana, Khan and Chowdhury (2024)^[17], non-availability of ICTs in school is the reason why developing countries like Nigeria encounter challenges in adopting new techniques in teaching and learning generally. ICT facilities must therefore, be made available to countries like Nigeria that desires to effectively incorporate it into its public school curriculum.

In Nigeria, the Federal Government through the Nigerian National Information Technology Development Agency (NITDA) established a mobile internet unit (MIU). The MIU is a customized vehicle that has been changed over into a portable mobile station and digital web hub. It is made up of ten workstation computers, which are organized and connected to the web. The MIU is additionally outfitted with printers, scanners and some other multimedia facilities. Internet services are also, rendered by means of VASTal.2m satellite bowl fixed at the roof of the transport van and furnished with a little power source to guarantee customary supply of electric power. According to Bolaji (2023)^[6], MIU distributes the web service across various institutions. The quality of these vehicle vans are so little that most villages are yet to benefit. He also, posited that some individuals who have computers don't utilize them for educational purposes rather, for businesses and for managerial purposes. Coughlan (2015)^[8], opined that education systems which have invested heavily in information and communication technology have not shown any noticeable improvement in teaching and learning. This is because a vast majority of the Nigerian secondary school students are not connected to the web. Many teachers who have PCs don't have the important computer assisted instructional applications and packages required in general cases. Moreover, the PCs accessible in some schools can't cater for the needs of the large number of students in schools. A few institutions with web facilities are often disconnected because they cannot afford to pay their access fees, these findings are in tandem with that of Leo (2022)^[34], that most secondary schools in Nigeria are not well equipped with ICT facilities.

This problem of low availability of ICT facilities in schools can be improved by schools and governments. According to Davidson and Ezeh (2023)^[9], both schools and government should provide more and relevant ICT facilities such as computers, projectors and internet facilities in schools; ensuring adequate and regular maintenance of the available ICT facilities, as well train and re-train teachers from time to time to update their knowledge on the use of ICT facilities. Thus, while Government is expected to provide the required

ICT facilities for the teaching of grammar in schools, teachers are expected to apply them appropriately in teaching. Teachers are also, expected to bring innovations that will improve the teaching and learning of the English Grammar to the classroom by combining their knowledge of ICT with their professional know-how in instructional delivery.

By implication, the availability of information and communication technology (ICT) can have far-reaching positive effects on students' learning. According to UNESCO (2018)^[64], some of such impacts include that it can help students and teachers to connect with each other, both inside and outside the school. Also, information and communication technologies (ICTs) such as interactive white boards, educational apps, and online simulations can help students to visualize and internalize complex concepts, collaborate with peers and actively participate in the learning process, thereby enhancing their learning outcomes. Furthermore, the use of information and communication technology (ICT) can also, lead to a more effective teaching and learning process. However, it may not be equally or sufficiently accessed by all teachers and students for a number of reasons. For example, ICT facilities may only be available to ICT teachers, or may not be accessible in rural areas due to lack of network coverage. Also, some teachers may not be willing to use ICT facilities even when they are accessible or available to them. Utilization of ICT Resources for Teaching English Grammar in

Secondary Schools

Utilization of ICT is the act of using ICT facilities to achieve desired outcomes. In the teaching process, it refers to the actual use of ICT resources for instructional delivery. Key aspects of utilization of ICTs do not just refer to having them present in schools, it also involves actively using them for instructional delivery; applying them appropriately and effectively in the teaching process to attain stated goals and objectives. In other words, the ability to access and adequately utilize information is key to the utilization of ICTs in teaching the English Grammar. Thus, if ICTs are adequately utilized, they hold awesome guarantee in enhancing the teaching of English grammar.

The world has become so competitive therefore, fundamental teaching and learning are also key to people's ability to access and apply knowledge. Such ability to access and apply knowledge can be provided by information and communication technology. According to Correos (2022)^[7], the utilization of new innovative gadgets, for example; personal computers, web, CD-ROMS, videos, computer assisted instruction/ computer-based instruction/ computer-based learning; e-learning, and other educational media are extremely crucial for teaching and learning in this modern era. Similarly, Puspitarini and Hanif (2019), stated that new media makes learning less demanding, faster, energizing and fascinating to learners. They also, stated that computer is an innovation with numerous capacities, some of which can help in classroom procedures, and used to provide concrete and sensible encounters and to make processing of data simpler, more effective and fuller of fun. However, just as there is low availability of ICTs in schools, there is also low ICT compliance in secondary schools in Ebonyi State.

According to Arugu and Chilaka, (2016)^[5], Nigeria is still very much behind in the utilization of ICTs. Okoro (2016)^[58] also, observed that there is a low level of utilization of ICT in the teaching process in secondary schools. She also found that teachers who are ICT literate perform better than non-ICT

literate teachers. Similarly, Ngwu (2014) ^[50] observed a low level of utilization of the available ICT resources and related technologies in schools. Consequently, he suggested that funds should be made available for the procurement and maintenance of available ICT resources in schools. Thus, given the level of availability and utilization of ICT in schools, there is a clear indication that the efforts of government and other stakeholders to fully integrate ICTs for teaching in schools have not yielded the desired results. Based on that, more ICT facilities that can be used for tangible and sensible encounters in the teaching of English grammar should be provided in schools. According to Davidson and Ezeh (2023) ^[9], Government should come up with appropriate ICT policies, workshops and training programmes at all levels of education to enhance teachers' efficiency and competence in the use of ICT in teaching. The teacher should therefore, be adequately trained and ready to impart appropriate knowledge and skills into students. They are also, expected to provide opportunities for learners to bring their learning experiences outside the classroom to bear.

The Concept of English Grammar

The word "grammar" originated from the Greek word "gramma", which means 'letter' or 'alphabets'. It was adopted in Latin and later in French as 'grammaire'. Thereafter, it was adopted into late middle English as 'grammar', (Usmonovna 2021).

In the ancient Greek, the technique or art of using 'gramma' was referred to as "grammatika techne" which also means the "art of writing".

Grammar was first systematically developed in the 6th and 5th Centuries B.C in Iron Age India by scholars such as Panini and Yaska; and in Hellenistic Greece in the 3rd Century B.C by scholars such as Dionysius Thrax, who wrote the oldest known grammar handbook titled "The Art of Grammar". The work by Dionysius Thrax formed the basis for understanding language structures and parts of speech. It also, became the foundation for grammatical traditions, for Latin grammar and for English grammar in the 16th Century. In fact, it was a treatise that analyzed literary texts in terms of letters, syllables, and parts of speech. It served as the primary grammar book for Greek school boys and a model for grammatical guides to the Romans in the use of their Latin language, (Duigan, 2025) ^[10].

English grammar developed much later in the 16th Century with the first English grammar book written by William Bullokar in 1586. The book was called "Pamphlet for Grammar". The book was also influenced by Latin grammar. Subsequent grammarians such as Ben Jonson (1640) and Christopher Cooper (1685) continued to develop English grammar throughout the 17th Century and established the foundation for later prescriptive and scientific grammars in the 18* and late 19th Centuries respectively, (Duigan 2025) ^[10].

At the time grammar was introduced in English language in the medieval period, it was used to refer to "Latin grammar". The word "grammar" only assumed a more general meaning in the seventeenth century, as a result, grammar was prefaced by Latin, English and French.

In linguistics, grammar is defined as the systematic description of language, which involves a set of rules and examples on syntax and word structures (morphology).

According to Scott-Branagan (2023) ^[62], grammar is the structure of a language which explains how words are individually constructed, and the way they relate to each other in a sentence. Similarly, Oboko (2014) ^[54] defined grammar as a quality of knowledge possessed by a native speaker on his language, or a book comprising the morphological and syntactic rules of his native language. He also, described grammar as a body of prescriptive statements about the morphology and syntax of a language. In other words, he considers grammar as a body of prescriptive statements about acceptable and unacceptable use of a language. Yule (1985:87), cited in Ogwudile (2022:1) ^[55], defined grammar as a "linguistic etiquette". This implies that grammar concerns the identification of "right" or "best" structures to be used in language. Thus, grammar involves the study and analysis of the structure of a language. In support of this assertion, Ogwudile (2022) ^[55], asserts that grammar is a body of rules that govern the internal structure of a language.

Based on the above definitions, English grammar can be seen to cover points of usage such as tenses, punctuation, spellings, pronunciation, agreement/concord, parts of speech, lexis and structure. According to Wardvice (2022) ^[65], tenses indicate time of actions, whether past, present or future as well as the duration or completion of the action. Punctuation involves correct use of commas, full stop, question marks, and so on, to clarify meanings and structures within sentences; while pronunciation involves articulation of English sounds, learning of rhythms, stress and intonation patterns of spoken language.

Agreement/Concord is a rule in grammar which ensures that verb forms agree with their subjects in number (singular or plural) and person. English parts of speech include noun, verb, adjective, adverb, pronoun, preposition, conjunction and interjection; while lexis and structure involves word order or the sequence of words in a sentence so as to create meaning.

The features of a good grammar therefore, include clarity, accuracy, simplicity and preciseness; unambiguity and coherence. A good writer must always obey the rules of grammar. In fact, anyone who wants to master the skills of speaking and writing must have at least a basic grasp of grammar. The more basics a person grasps, the more effectively and clearly he or she communicates in almost all situations.

English Grammar is essential for both written and spoken communication; journalism and poetry or to those in the literary field. In fact, literary and non-literary texts could be interpreted through grammatical analysts. Good knowledge of grammar also provides us with the right linguistic tools to impress people with our speech and conversation.

Types of Grammar

The following are some of the types of grammar we have:

1. Traditional Grammar

Traditional grammar was conceived by the early Greeks in the first Century BC. According to Scott-Branagan (2023:3) ^[62], the history of what is known today as traditional grammar is traced to the Greek Dionysius Thrax who defined grammar "as something that permits a person to either speak a language or to speak about that language and how its components relate to each other".

The Greeks were also the first to establish an alphabetic writing system. It was further developed by the Romans who

adopted the Greek models into their Latin language. This framework served as the basis for studying other European languages, including English language.

Traditional grammar is a prescriptive model which focuses on rules for correct usage of language rather than describing how people actually speak. It is often regarded as unscientific by linguists. It is a framework for the description of the structure of a language. It also classifies words into parts of speech and describes sentence structures. It was the basis for shaping the study of grammar in the 21st century. One of the influential figures in shaping grammar in the 18th Century was Lindley Murray who was often called the father of English grammar. He helped to codify English grammar based on the traditional prescriptive model, (Zeeuw, 2018) [68].

As mentioned earlier, the foundation of traditional grammar is traced to the early Greek philosophers and scholars who established the foundational concepts, terminologies, and idea of grammar as a system for understanding written language. According to Kotarcic (2020), Aristotle explored the components of language such as the “element” (sound) and the “words” and established the foundational terms still in use today. The Greek scholar, Dionysius Thrax also defined grammar as the skill to either speak or analyze a language. Other key figures were Aelius Donatus and Priscian, whose works became influential models for later grammars of European languages.

The ancient Indian scholar, Panini also developed a systematic and highly influential grammar of Sanskrit between the 6th to 5th Century BC, while Roman grammarians such as Maecus Terentius Varro and Priscian further systematized grammar, mainly by applying the Greek models to Latin, (Akhtar, 2019) [3].

In the middle ages and renaissance period, the Latin-based grammatical models were adopted, taught and used as a standard for European languages. This shifted focus from describing language to setting rules for correct usage. Grammarians began to apply the Latin model to other languages though, sometimes inaccurately. By the 18th Century, there was already an explosion of English grammars written in the prescriptive traditional style, such as Lindley Murray influential works which helped in establishing modern attitudes toward the English language, (Zeeuw, 2018) [68].

Traditional grammar therefore, refers to classical grammar. It is a framework for the description of the structure of a language. It focuses on showing the distinction between what some people do with language and what they supposed to do with it as regards the pre-established standard. It classifies words according to parts of speech, focuses on inflection and the rules of syntax by which words are combined to form sentences.

Conclusion

The following conclusions were drawn from the findings of this study: First, this study established that Information and Communication Technologies (ICTs) were available to a low extent for the teaching of English grammar in Senior Secondary Schools in Ebonyi State. This implies that generally there is lack of digital tools for teaching and learning of English grammar in the area studied.

Second, this study established that Information and Communication Technologies (ICTs) were utilized to a low extent for the teaching of English grammar in Senior

Secondary Schools in Ebonyi State. This suggests that teaching and learning of grammar is grossly delimited to rote to face lecture method which is student centered hence, students are not given opportunity to explore the ICTs for improved learning experience.

Similarly, the study established that the challenges facing the utilization of Information and Communication Technologies (ICTs) in the teaching English grammar in Secondary Schools in Ebonyi State were: lack of computer software applications, internet facilities, adequate power supply, language laboratories, interest by teachers and students, motivation of teachers and students, pre-requisite skills and knowledge to utilize ICT facilities, functional computers and insufficient knowledge of e-learning process. This infers that proffering solutions to those identified challenges can enhance the utilization of ICTs in secondary schools and improve students' academic performance in English grammar.

Furthermore, the study established that there is a low extent of disparity between male and female English language teachers in the use of Information and Communication Technologies (ICTs) for teaching English grammar in Senior Secondary Schools in Ebonyi State. This implies that the responses of the respondents were not influenced by their gender.

Recommendations

The following recommendations were made based on the findings of the study:

1. The ministry of education should provide adequate Information and Communication Technologies (ICTs) tools and facilities for the teaching and learning of English grammar in Secondary Schools in Ebonyi State.
2. Teachers should cooperate with the school authority and the ministry of education to ensure efficient and effective utilization of ICTs for the teaching English grammar in Secondary Schools in Ebonyi State. Moreover, teachers and students should be sensitized by the school authority on the benefits of using ICT in teaching and learning.
3. Government should collaborate with schools to proffer solution to all the challenges facing the utilization Information and Communication Technologies (ICTs) for die teaching English grammar in Secondary Schools in Ebonyi State.
4. Technological institutions like Computer Professional of Nigeria (CPN) should conduct training for both male and female teachers on the utilization of ICT in education for improved teaching and learning exercise.

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