

EFFECTIVENESS OF MULTIMEDIA INSTRUCTIONAL TECHNIQUES ON LEARNING OF ENGLISH GRAMMAR AMONG TERTIARY INSTITUTION STUDENTS IN KEBBI STATE, NIGERIA

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Abstract: This study investigated the effectiveness of multimedia instructional techniques on learning of English grammar among tertiary institution students in Kebbi state. The main objective of the study is to find out whether teaching English grammar using multimedia instructional techniques, such as Instructional Videos and Power Point Presentation as against the traditional techniques, such as audio-lingual and grammar translation methods could facilitate performance in English grammar among tertiary institution students in Kebbi state. Year two (200 Level) students of all the tertiary institutions in Kebbi state formed the research population. The study used quasi-experimental research design, specifically, a pretest-posttest design. This implies that intact class settings were used in the study, where pre-test, treatment and posttest were carried out. Statistical procedures of mean, standard deviation and t-test were used to answer the research questions and test the null hypotheses generated for the study. The findings of the study revealed that tertiary institution students taught aspects of English grammar using the multimedia instructional techniques performed better than those taught the same aspects using the traditional techniques. The study recommended that teachers should adopt technology based teaching instruction in order to improve the teaching of grammar in particular and other components of English language in general..

Keywords: Grammar, Multimedia, Language Teaching, Multimedia Instructional Techniques

I. INTRODUCTION

The globalization of English language as medium of communication and the increased use of modern technology call for a paradigm shift in the methodology of teaching in our institutions of learning. In order to meet the demands of learners and achieve the aim for teaching and learning English as second language (ESL), teachers must improve their teaching practices and beliefs; and digitalize the teaching of English language. Ellis (2003) defines grammar teaching as any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them to understand it meta-linguistically.

Grammar instruction is more than the memorization of rules or dialogues. It is more of helping learners develop their communicative competence, necessitating tasks that allow for noticing and consciousness-raising of grammatical forms and their usage (Chappelle, 2009). Hence, grammar teaching should aim at improving learners' communicative competence which focus on language use in social context rather than linguistic competence which focus on knowledge of language form.

According to Nwodo (2007), speaking English language fluently without grammatical dissonance is one of the basic objectives of teaching English language in Nigerian learning institutions. Grammar is part of language skills since it is a fundamental feature of a language. If learners fail to understand the rules of English grammar, they would certainly fail to communicate effectively in the language. Dontcheva-Navratilova (2013) defines grammar as system of rules and principles underlying the form and meaning of words, phrases, clauses, and sentences. Grammar consists of rules that say how words change to show different meaning and how they are combined to form sentences. In other words, it is the structural rules governing how words and their component parts are combined to form phrases, clauses and sentences.

Alternative approach to grammar teaching as presented by Ellis (2003) suggests that grammar teaching needs to emphasize awareness of how grammatical features work rather than mastery.

According to Ellis (2003), current second language acquisition theories view grammar learning as best accomplished when learners are primarily focused on meaning rather than form. He therefore, suggests that grammar teaching should focus on consciousness raising rather than on the demand for accurate production.

In the same vein, Ibrahim (2013) contends that grammar teaching should be handled by addressing the place of grammar in the communicative competence of the learners, which focused on language use in social context instead of the current emphasis on linguistic competence which focused on knowledge of language form.

According to Ibrahim (2013), there are two ways teachers can develop awareness of a grammatical structure: (i) tell the students how it works (traditional). (ii) Secondly, use consciousness-raising tasks (more promising) as suggested by Ellis cited above. Consciousness-raising tasks are tasks that provide students with "data" about how a particular grammatical structure works and help them to work out the rule for themselves. Such tasks are purely student-centred that gives students the freedom to learn by themselves. Hence, this study investigates the effectiveness of multimedia instructional techniques using instructional videos on learning of English grammar among tertiary institution students in Kebbi State, Nigeria.

II. STATEMENT OF THE PROBLEM

Ideally, tertiary institution students be able to should speak English language fluently without grammatical flaws, because grammatical components are taught to prepare them for effective and grammar-error-free communication. Unfortunately, today, most of the tertiary institution students speak English with a lot of grammatical problems such as, misuse of tenses, violation of rules of concord (subject-verb agreement), gender stereotype, to mention but a few.

However, this problem may be due to the learning complexities (adjustment to academic literacy, language complexity, social adjustment of being a tertiary institution student, the boring nature of grammar lesson, and so on) faced by students in learning grammar and the choice of English language teaching method used in handling grammar classes.

To tackle these problems, lecturers of English language need to be selective in their pedagogical approach to teaching grammar and provide avenues for students to experience grammar in an interactive manner. This is because teachers' ability to deliver lessons has a significant impact on the students' performance. Amadi (2001) states that there is a correlation between teacher's ability to teach properly during lessons and learners' ability to perform excellently in their academic work

A modern method of teaching that provides students with opportunities to experience grammar in a meaningful way is required. Perhaps, one of the most attractive and effective methods in teaching grammar could be instructional videos and power point presentations as multimedia instructional technique. Shrosbree (2008) contends that videos expose learners to the language in its real context, drawing their attention to speakers' body language and other visual aids which enhance comprehension. It is on this backdrop therefore, that this study investigates the effectiveness of multimedia instructional techniques on learning of English grammar among tertiary institution students in Kebbi State, Nigeria.

III. OBJECTIVES OF THE STUDY

The main objective of this study is to find out whether teaching English grammar through multimedia instructional techniques, such as instructional videos and power point presentation could stimulate performance among tertiary institution students in Kebbi State Nigeria. Specifically, the study has the following objectives:

- (i) To find out the difference in performance between experimental groups taught noun phrases using multimedia instructional techniques (MIT) and control groups taught the same aspect using conventional techniques among tertiary institution students in Kebbi state.
- (ii) To determine the difference in performance between experimental groups taught adverbial phrases using multimedia instructional techniques (MIT) and control groups taught the same aspect using conventional techniques among tertiary institution students in Kebbi state.
- (iii) To ascertain the difference in performance between experimental groups taught adjectival phrases using multimedia instructional techniques (MIT) and control groups taught the same aspect using conventional techniques among tertiary institution students in Kebbi state.

IV. RESEARCH QUESTIONS

In order to determine the objectives stated above, the following questions would be answered:

- (i) What is the difference in the performance of experimental groups taught noun phrases using multimedia instructional techniques (MIT) and control groups taught the same aspect using conventional techniques among tertiary institution students in Kebbi state?
- (ii) What is the difference in the performance of experimental groups taught adverbial phrase using multimedia instructional techniques (MIT) and control groups taught the same aspect using conventional techniques among tertiary institution students in Kebbi state?
- (iii) What is the difference in the performance of experimental groups taught adjectival phrases using multimedia instructional techniques (MIT) and control groups taught the same aspect using conventional techniques among tertiary institution students in Kebbi state?

V. RESEARCH HYPOTHESES

The following null hypotheses will be tested at 0.05 level of significance:

- (i) There is no significant difference in the performance of experimental groups taught noun phrases using multimedia instructional techniques (MIT) and control groups taught the same aspect using conventional techniques
- (ii) There is no significant difference in the performance of experimental groups taught adverbial phrases using multimedia instructional techniques (MIT) and control groups taught the same aspect using conventional techniques
- (iii) There is no significant difference in the performance of experimental groups taught adjectival phrases using multimedia instructional techniques (MIT) and control groups taught the same aspect using conventional techniques

VI. REVIEW OF RELATED LITERATURE

Simply put, grammar means rules that govern the production of words in a language and using the words for meaningful communication. Zubairu (2011) defines grammar as rules that say how words change to show different meaning and how they are combined into sentences. In the same vein, Eunson (2020) sees grammar as a system of rules that reveals and structures meaning in language, and it comprises syntax and morphology. Syntax is concerned with the pattern or sequence of words in sentences, while morphology, as the name suggests, is concerned with the internal structure of words.

Etymologically, the word multimedia originates from Latin words 'multus' which means numerous and 'media' which means middle or centre. Multimedia therefore, means multiple intermediaries or multiple means. Hence, multimedia combines multiple levels of learning into an educational tool that allows for diversity in lesson delivery. Mayer (2001) views multimedia as the exciting combination of computer hardware and software that allows for integration of video, animation, audio graphics and test resources to develop effective presentation on an affordable desktop computer. In the whole, multimedia is a combined use of several media such as sound and videos in computer applications.

Understanding today's digital kids and how they learn has profound implications not only for how teachers teach, but also, and perhaps more importantly, for how teachers reach them. Educational technology and multimedia can be valuable tools when they are integrated into the curriculum appropriately to achieve learning gains, particularly when they are combined with a twenty first century curriculum. Teachers have to decide whether to try to pull digital students away from their native digital world or to motivate them by tapping into their digital world and using their natural inclination and inquisitiveness about what is digital (Mayer, 2001).

Several studies have been carried out to investigate the efficacies of multimedia instruction techniques on students' performance in different aspects of English language learning, with empirical evidence indicating that learners' performances in language are enhanced by exposure to multimedia. Some of these studies are explored below:

A study by Zari & Aso (2020) investigated the effect of English animated situation comedy (sitcom) as an authentic type of multimedia in teaching conditional sentences. This study also aimed at investigating the learners' attitudes toward this approach to grammar instruction. 34 participants were selected and divided into two groups. In the control group (N=17) conditional sentences were taught through the explicit way of teaching grammar whereas the participants of the experimental group (N=17) learned about the conditional sentences through exposure to the animated sitcom. The results revealed the positive effect of using animated sitcom in teaching conditional sentences. The result also showed that animated sitcom stimulated students' positive attitude to learning.

In the same vein, Ibrahim (2013) found out whether presentation of grammar lessons in form of video activities would promote the learning of Noun, Adjectival and Adverbial Phrases among the senior secondary school students in Sokoto state, Nigeria. The researcher used Quasi-experimental pre-test-posttest design where six groups were compared after pre-test, treatment and posttest were administered. The findings of the study indicated that the treatments of video presentations of grammar lessons received by the experimental groups were superior to the traditional methods treatment received by the control groups because the experimental groups outperformed the control groups in the learning of adjectival, adverbial and noun phrases.

Ilin, Kutlu & Kutluay (2013), carried out a research on the effect of videos on teaching grammar in an ESP grammar class. The results indicated that teaching English grammar using videos had a positive impact on students' performance in grammar. It was also discovered in the study that videos motivate students to actively participate in a lesson.

In another classroom-based research conducted by Mohammad (2013), to investigate the effectiveness of subtitled videos on grammar learning. In this study, noticing hypothesis was used in order to investigate the effect of using enhanced subtitles and input flooding of a specific grammatical structure, the Past Perfect form on learning. The findings of this study revealed that students had a positive attitude toward this approach to teaching grammar. It also stimulated them to understand the context in which a particular grammatical structure was used.

Washang (2004) carried out a study to investigate the effect of English movies on Iranian students' development of idiomatic expressions. The results pointed to the fact that experimental groups who interacted with English movies outperformed the control groups in understanding idioms and their expressions. The study also indicated that English movies had a positive impact on learners' vocabulary knowledge.

Karakas & Saricoban (2012) investigated the effect of watching subtitled cartoons on incidental vocabulary learning through conducting a study with 42 first grade ELT students. The findings of their study did not support the assumption that the subtitle group would outperform the non-subtitle group. Yet, the result of the study revealed that the subtitle group that learned vocabulary through subtitled cartoons performed better than the non-subtitle group.

From the reviewed empirical studies, it is clear that studies have been conducted on the influence of modern technology on students' achievement in several aspects of English language. However, most of the studies were carried out either in foreign schools or outside Kebbi State. As for the few ones carried out in Nigerian context, to the best of the researcher's knowledge, none of them attempted to specifically compare students' performance in noun phrases, adverbial phrases and adjectival phrases using multimedia instructional techniques and the conventional techniques. Again, of all the empirical studies reviewed so far, virtually all of them differ from the present study in terms of population of the study, location of the study, design of the study and method of data collection and analysis. Hence, this study identified a gap in this area and the need to investigate the effectiveness of multimedia instructional techniques on learning English grammar among tertiary institution students in Kebbi state, Nigeria.

VII. METHODOLOGY

Research Design

The research used a quasi-experimental pretest-posttest design. This implies that intact class settings were used in the study. The justification for using this design is that it allows for random assignment of treatment to different groups while the individuals in the groups receiving various treatments could be compared afterwards (Fraenkel & Wallen, 2000).

Population of the Study

The population of the study comprised all students of tertiary institution in Kebbi State. These tertiary institutions according to Kebbi State Ministry for Higher Education (2022), include: Federal University Birnin Kebbi (FUBK); Federal University of Agriculture, Zuru (FAUZ); Kebbi State University of Science and Technology, Aliero (KESUSTA); Waziri Umaru Federal Polytechnic, Birnin Kebbi (WUFPOLY); Kebbi State Polytechnic, Dakingari

(KBSPOLY); Adamu Augie College of Education, Argungu (AACOE); College of Nursing Science, Birnin Kebbi (CNS); School of Health Technology, Jega (SHT); and College of Basic and Advanced Studies, Yauri (COBAS). However, as indicated in the scope and delimitation of the study, the population is delimited to second year (200 Level) students of four (4) tertiary institutions. Table 1 shows the target population of the Study.

Table 1: Target Population of the Study

S/No	Institution	Location of Institution	Students Population
1	KESUSTA	Aliero	2,122
2	KBSPOLY	Dakingari	260
3	CNS	Birnin Kebbi	324
4	AACOE	Argungu	1,126
TOTAL	4		3832

Source: Kebbi State Ministry for Higher Education (2022)

Sample and Sampling Techniques

Year two (200 Level) students of four (4) tertiary institutions across the state with a total number of 3832 were selected for the study. Out of the number, 4 intact classes of 134 students were selected using simple random sampling technique to participate in the study. This comprised two (2) intact classes of 66 students for experimental groups and two (2) intact classes of 68 students for control groups.

The study used a multi-stage sampling technique to select sample for the study. In the first stage, purposive sampling was used to select four (4) tertiary institutions out of nine (9). In the second stage, purposive sampling technique was also used to select the level of study and discipline of students to participate in the study, whereby year-two (200 Level) science students, cutting across the four (4) tertiary institutions were selected. In the third stage, simple random sampling technique was used to select intact classes. In the final stage, the researchers further used simple balloting to assign the intact classes to group of either experimental or control. Table 2 indicates the population sample.

Table 2: Population Sample

S/N	Name of Institution	Group	Sample Selected
1	KESUSTA, Aliero	Control	36
2	KESPOLY, Dakingari	Experimental	32
3	CNS, Birnin Kebbi	Control	32
4	AACOE, Argungu	Experimental	34
TOTAL	4		134

Source: Field Survey, 2022

Instrument for Data Collection

The study used Grammar Achievement Test (GAT) to collect data for the study. The instrument is divided into three parts: part A (noun phrases); part B (adverbial phrases); and part C (adjectival phrases). The test items were adapted from series of grammar test items from WAEC and NECO for standardization.

The students are expected to score a maximum of ten (10) marks from each part of the test containing thirty (30) objective questions, ten (10) questions each for noun phrases, adverbial phrases and adjectival phrases respectively. Each question in the test will be scored one mark (1 mark).

Validity of the Instrument

The Grammar Achievement Test (GAT) was subjected to content and face validation. The instrument was validated by colleagues in Kebbi State Polytechnic, Dakingari and experts in the faculty of education and extension services and department of Modern European Languages and Linguistics both from Usmanu Danfodiyo University, Sokoto. Corrections, observations and modifications made by experts were considered in modifying the research instrument.

Reliability of the Instrument

To ascertain the reliability of the instrument, pilot test was conducted using one intact class of 35 science students at Waziri Umaru Federal University, Birnin Kebbi. The selected institution is part of the study population but out of the sampled population. A test re-test method was used to determine the reliability of the instrument. The test was administered to the intact class. After two weeks interval, the same instrument which was shuffled was re-administered to the same students and their scores were recorded. The data was analyzed using Pearson Product Moment Correlation Co-efficient (PPMCC) and a reliability index of 0.78 was obtained.

Administration of Instrument

The Instrument for data collection was administered to both the experimental and control groups through the following steps:

Pre-test: the researchers, with the help of research assistants administered a pre-test to the experimental and control groups one week before the commencement of the treatment sessions. The pretest was administered to both groups before treatment to determine the entry behavior and to ensure homogeneity of the subjects.

Treatment: treatment was carried out on the experimental and control groups for six consecutive weeks. During this period, experimental groups were taught noun phrases, adverbial phrases and adjectival phrases through Instructional Videos and Power Point Presentation as the Multimedia Instructional Techniques, while the control groups were taught the same aspects of grammar through the conventional Techniques

Post-test: at the end of the six weeks continuous treatment, the experimental and control groups were subjected to posttest to determine the effectiveness of Multimedia Instructional Techniques on learning English grammar among tertiary institution students in Kebbi State Nigeria.

Method of Data Analysis

The data collected was analyzed using descriptive statistics of mean and standard deviation to answer the research questions, while inferential statistics of t-test was used to test the three (3) null hypotheses generated for the study at 0.05 level of significance by comparing the means of experimental groups that learnt the structures of grammar using Multimedia Instructional Techniques and control groups that learnt the same structures through Conventional Techniques.

VIII. RESULT

The data collected from the subjects were presented in this section. All the hypotheses were tested at 0.05 level of significance. Hence, the research questions were answered followed by the testing of the null hypotheses.

Research Question One

What is the difference in the performance of experimental group taught noun phrases using multimedia instructional techniques (MIT) and control group taught the same aspect using conventional techniques among tertiary institution students in Kebbi state?

Table 3: Posttest Mean Scores of Experimental and Control Groups in noun phrases

Variables	N	Mean	SD	MD
EG 1	66	15.89	3.44	5.36
CG 1	68	10.52	1.93	

Source: SPSS Result and Researchers' Fieldwork (2023)

The analysis in Table 3 indicates that the total number of subjects that took part in the posttest from both experimental and control groups in noun phrases is 134. Sixty-six (66) subjects participated in the experimental group whereas sixty-eight (68) subjects were involved in the control group. The mean and standard deviation of the posttest performance of experimental group is ($M = 15.89$, $SD = 3.44$) while the mean and standard deviation of the posttest performance of control group is ($M = 10.52$, $SD = 1.93$). The result shows a mean difference of 5.36 in favour of the experimental group that was taught using the multimedia instructional techniques.

Research Question Two

What is the difference in the performance of experimental group taught adverbial phrases using multimedia instructional techniques (MIT) and control group taught the same aspect using conventional techniques among tertiary institution students in Kebbi state?

Table 4: Posttest Mean Scores of Experimental and Control Groups in adverbial phrases

Variables	N	Mean	SD	MD
EG 2	66	15.96	4.03	4.29
CG 2	68	11.67	2.90	

Source: SPSS Result and Researchers' Fieldwork (2023)

The analysis in Table 4 reveals that the total number of subjects that participated in the posttest from both experimental and control groups in noun phrases is 134. Sixty-six (66) subjects took part in the experimental group whereas sixty-eight (68) subjects were involved in the control group.

The mean and standard deviation of the posttest performance of experimental group is ($M = 15.96$, $SD = 4.03$) while the mean and standard deviation of the posttest performance of control group is ($M = 11.67$, $SD = 2.90$). The result shows a mean difference of 4.29 in favour of the experimental group that was taught using the multimedia instructional techniques.

Research Question Three

What is the difference in the performance of experimental group taught adjectival phrases using multimedia instructional techniques (MIT) and control group taught the same aspect using conventional techniques among tertiary institution students in Kebbi state.

Table 5: Posttest Mean Scores of Experimental and Control Groups in adjectival phrases

Variables	N	Mean	SD	MD
EG 3	66	14.95	3.79	3.95
CG 3	68	11.00	2.38	

Source: SPSS Result and Researchers' Fieldwork (2023)

The analysis in Table 5 shows that the total number of subjects involved in the posttest from both experimental and control groups in noun phrases is 134. Sixty-six (66) subjects took part in the experimental group whereas sixty-eight (68) subjects were participated in the control group.

The mean and standard deviation of the posttest performance of experimental group is ($M = 14.95$, $SD = 3.79$) while the mean and standard deviation of the posttest performance of control group is ($M = 11.00$, $SD = 2.38$). The result shows a mean difference of 3.95 in favour of the experimental group that was taught using the multimedia instructional techniques.

Null Hypothesis One (H₀₁)

There is no significant difference in the performance of experimental group taught noun phrases using multimedia instructional techniques (MIT) and control group taught the same aspect using conventional techniques

Table 6: Analysis of significance difference between posttest performance of experimental and control groups in noun phrases

Variables	N	Mean	SD	DF	t-cal	p-value	Decision
EG 1	66	15.89	3.44	132	11.16	.000	Rejected
CG 1	68	10.52	1.93				

Source: SPSS Result and Researchers' Fieldwork (2023)

The t-test result in Table 6 shows that the degree of freedom is 134, the t-calculated is 11.16 and the p-value is .000. This shows that the difference in performance is significant ($p = .000$ and $p < 0.05$). Therefore, the null hypothesis one (H_{01}) which states that there is no significant difference in the performance of experimental group taught noun phrases using multimedia instructional techniques (MIT) and control group taught the same aspect using conventional techniques is rejected

Null Hypothesis Two (H_{02})

There is no significant difference in the performance of experimental group taught adverbial phrases using multimedia instructional techniques (MIT) and control group taught the same aspect using conventional techniques

Table 7: Analysis of significance difference between posttest performance of experimental and control groups in adverbial phrases

Variables	N	Mean	SD	DF	t-cal	p-value	Decision
EG 2	66	15.96	4.03	132	7.09	.000	Rejected
CG 2	68	11.67	2.90				

Source: SPSS Result and Researchers' Fieldwork (2023)

The t-test result in Table 7 indicates that the degree of freedom is 134, the t-calculated is 7.09 and the p-value is .000. This shows that the difference in performance is significant ($p = .000$ and $p < 0.05$). Therefore, the null hypothesis one (H_{01}) which states that there is no significant difference in the performance of experimental group taught adverbial phrases using multimedia instructional techniques (MIT) and control group taught the same aspect using conventional techniques is rejected

Null Hypothesis Two (H_{02})

There is no significant difference in the performance of experimental group taught adjectival phrases using multimedia instructional techniques (MIT) and control group taught the same aspect using conventional techniques

Table 8: Analysis of significance difference between posttest performance of experimental and control groups in adjectival phrases

Variables	N	Mean	SD	DF	t-cal	p-value	Decision
EG 3	66	14.95	3.79	132	7.24	.000	Rejected
CG 3	68	11.00	2.38				

Source: SPSS Result and Researchers' Fieldwork (2023)

The t-test result in Table 8 reveals that the degree of freedom is 134, the t-calculated is 7.24 and the p-value is .000. This shows that the difference in performance is significant ($p = .000$ and $p < 0.05$). Therefore, the null hypothesis one (H_{01}) which states that there is no significant difference in the performance of experimental group taught adjectival phrases using multimedia instructional techniques (MIT) and control group taught the same aspect using conventional techniques is rejected

IX. DISCUSSION OF FINDINGS

The findings of this study reveal that teaching English grammar through multimedia instructional techniques enhances students' performance in learning noun phrases, adverbial phrases and adjectival phrases. This is evident from the result of the above tables which indicates that the mean scores of the experimental groups who learnt aspects of English grammar is higher than the mean scores of the control groups who learnt the same aspects of English grammar through conventional techniques. It is therefore, obvious that there are statistically significant difference between the performance of the experimental groups who learnt English grammar using the multimedia instructional techniques and the control groups who learnt it through the conventional techniques.

The findings of this study coincide with the result of experimental study conducted by Ibrahim (2013) on the effectiveness of video presentation techniques on learning of grammatical structures among senior secondary school students in Sokoto state, Nigeria. The researcher discovered that experimental groups who received grammar lessons through video presentation techniques outperformed the control group who were taught through the traditional techniques.

The findings of this study also agree with findings made by Erin (2020) on technological based grammar instruction. The findings of the study indicated that experimental groups that who learnt grammar through technological instruction performed much better and had more positive experience than the control group who learnt the grammar traditionally. The findings are equally in line with Zari & Aso's (2020) findings on the application of technology in teaching grammar to EFL learners: The Role of Animated Sitcom. The findings of the study proved that using animated sitcom is effective in teaching English grammar. Again, the findings of this study supported the study conducted by Arokya & Ravindra (2014) on teaching and learning grammar for teens using technological tools. The findings of the study claims that online tools such as, computers, mobile phones; and social media like, twitter, face book, Skype promote language learning.

However, the findings of the study contradict the empirical study carried conducted by Auta & Yahaya (2021) on the effect of communicative language teaching (CLT) on students' performance in English grammar. Their study supported CLT as the best way to stimulate students' grammatical skills. Results of their studies revealed that experimental groups who learnt grammar through CLT out-performed the control groups who learnt it through conventional approach

X. CONCLUSION

Based on the findings of the study, it is clear that learning English grammar through multimedia instructional techniques has a profound effect in stimulating tertiary institution students' grammatical skills. Hence, multimedia instructional techniques are effective in teaching noun phrases, adverbial phrases and adjectival phrases among tertiary institution students in Kebbi state.

Similarly, the study has to a large extent, proved that grammar teaching at the tertiary institution level of education needs to be digitalized in order to encourage students' learning interest and academic excellence. Meanwhile, teaching grammar at the tertiary level of education is not without some challenges. However, adopting appropriate technological tools such as the video instruction could immensely help in ameliorating the challenges.

XI. RECOMMENDATIONS

The researchers make the following recommendations:

- (i) English language teachers should be encourage to use adopt modern technology such as the video instruction strategy to teach English grammar at the tertiary level of education because the strategy is found to be effective in teaching aspects of grammar
- (ii) Technology based instruction in teaching grammar and other aspects of English language should be incorporate by publishers of English language textbooks at the tertiary level of education. This will certainly trigger students' learning interest and encourage full and active participation of learners.
- (iii) Curriculum planners should develop a curriculum for training professional lecturers in line with multimedia instructional techniques.
- (iv) Information and Communication Technology (ICT) Laboratories should be developed and fully equipped in all the tertiary institutions across the state

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