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USE OF SMARTPHONE APPLICATIONS IN ENHANCING TEACHING OF ENGLISH GRAMMAR

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ABSTRACT

There is overdependence on English course books as the main resource of teaching grammar skills in Kenyan secondary schools. The paper sought to examine the use of Smartphone as an instructional resource for teaching English grammar, to complement recommended grammar resources by KICD (Kenya Institute of Curriculum Development). Therefore, the study focused on establishing accessible applications on Smartphone that enhance teaching of English Grammar skills. The study also tested the following hypothesis: H₀₁: Smartphone English grammar apps (homophone apps) do not enhance the teaching of grammar skills. This study used qualitative and quantitative research design. 100 teachers of English were selected randomly and 20 HODS (Head of Department) of English were selected purposively across the 13 sub counties from Kakamega County. Smartphone applications (homophone apps) were employed in an experimental study that took one month with 276 form 4 students' in 2 public secondary schools. Participants were divided into control (n = 140) and experimental (n = 136) groups. The questionnaire was subjected to teachers of English while interview schedules were subjected to HODS of English department. An observation checklist was used to observe resources of English grammar in the language department and other areas in the school. Independent t-tests were carried out on 276 form 4 students. Data was analyzed through Statistical Package for Social Sciences (SPSS 28.0). The interview guide and observation checklist were analyzed under themes. Data was presented through frequency, percentage, graphs, and means. Study findings of independent t-tests revealed significant improvement in pronunciation skills for the experimental group. The results indicated that English grammar apps enhance the teaching of grammar skills. The study made the following recommendations; Teachers are to be provided with varied instructional resources. KICD should incorporate Smartphone as a resource for teaching English Grammar.

Key words smartphone, English apps, English grammar

Introduction

Instructional resources play critical role in teaching of English grammar. Nordquist, L. (2020) observed that grammar is a set of rules dealing with the syntax and word structure of a language. To develop competence and proficiency in language among learner's, the teachers of English should explore a wide range of grammar resources. In Kenya course books are the main resources used by teachers of English. Other approved English grammar resources are TV, Radio, Computers, class readers, set-texts and newspapers. Digital resources have not been fully utilized by teachers of English. Smartphone being the subject of the study is a digital tool owned by teachers of English. The Smartphone can complement the approved grammar resources to enhance teaching of English

grammar skills. Teachers of English can access a wide range of grammar content, activities and exercises via Smartphone apps like visual dictionary which offer both meaning and audio pronunciation of words. Grammar is paramount to learning and acquiring the language. Therefore with varied resources, teachers will be able to expose learners to a wide context of grammar.

The availability of quality resources for teaching grammar plays a crucial role in helping students perform well in national examinations, develop proficiency and be able to fit in the global village and demonstrate their grammar competencies. KICD (Kenya Institute of Curriculum Development) manual (2017) highlighted the various resources that have been approved for teaching grammar. For instance, English course books play a significant role in teaching grammar. Course books are specifically designed to cover essential grammar topics and provide a structured approach to learning. The study, to complement course books, examined how digital resources like Smartphone can be used as teaching resources for English grammar. KICD (2017) outlined that a teaching resource is a material or tool that is designed to help facilitate learning and knowledge acquisition. Teaching resources are those resources that teachers use to assist learners in meeting learning and teaching expectations. Deen, N. (2020) observed that resources are materials used by teachers to complement classroom instruction in learning. Teaching resources include any type of material or technological support that facilitates or encourages the teaching and learning process. The paper pointed out that Smartphone is a digital resource that can complement the course books in teaching English grammar skills.

Metruk, R. (2021) opined Smartphone as a cellular phone integrated with a computer and other features unrelated to telecommunication, an operating system, web browsing, and software application running abilities. Horvath, J. (2020) observed that a Smartphone represents an electronic device small enough to be held in one's hand while having the ability to connect to a cellular network and to the internet. The current study envisages Smartphone as a course book. However, Smartphone have applications and features that place it in a superior position for teachers of English to utilize it as a complementary resource in teaching English grammar. Features like access to internet, allow teachers of English to explore a vast array of online grammar resources. They can access grammar content, activities and exercises to enrich and support course book content via English apps.

Teachers can access English grammar APPS for free or even buy those deemed valuable. Many studies have been conducted to prove efficacy of Smartphone for example, Marianne, R.(2022) investigated the use of Smartphone applications for students to learn ESL grammar vocabulary. Results revealed that Smartphone apps provide a great opportunity to utilize technology to teach ESL (English as second language). The study focused on grammar vocabulary. The current study looked at Smartphone features and English grammar apps that facilitate teaching of various grammar skills. The scope of the study is wider in the sense that all the apps having grammar content can be accessed by teachers of English for effective delivery.

Statement of the Problem

English grammar resources form the basis of teaching grammar skills in secondary schools. The competence and proficiency level of students in English performance at KCSE is wanting across the three papers. KCSE reports of 2020, 2021, 2022 and 2023 shows most candidates performed below average across the papers. The concern of poor performance has also been raised by MOE (Ministry of Education), teachers, parents and university dons who have lamented of students who cannot express themselves well both in written and spoken. English being a global language it was unfortunate for trained Kenyan nurses to fail English proficiency tests in the UK. Teaching of English grammar depends on various issue key among them are the resources. In Kenya there is

overdependence on course books. Teachers of English have been accustomed to English course books; this trend needs to be complemented by modern digital resources like the Smartphone which can offer more grammar content, activities and exercises.

Significance of the Study

The importance of the present study comes from the fact that our world is changing and technology is affecting everybody. English is the language of technology and communication globally. There is, hence a dire need for digital resources to teach grammar via English apps. Moreover, the communications revolution, followed by the huge usage of social networking, has left its impact on every walk of life. The impact of the use of mobile phones is being felt in our lives today, as almost every person has a phone if not all. This spread of this handset has an effect on the teaching of grammar with implications. The current research is an attempt to shed light on the use of Smartphones as an instructional resource for teaching grammar. Currently, social networking sites that teachers can use through their mobile phones can help teachers enjoy easy access to the internet through their phones thus enabling them to make use of learning resources that had not been within reach in the past and which might cater for the limitation of the classroom English grammar textbooks. Moreover, this study examines the degree to which Smartphone can offer as an instructional resource in teaching grammar. Besides, the present study is an attempt to fill the knowledge gap in English grammar resources.

This study will help the Ministry of Education, KICD, teachers and learners, parents to identify the potential opportunities that Smartphone can offer as an instructional resource for teaching grammar and to be able to strengthen the usage of Smartphone in the education system. In Kenya, the current study will create a base for future research. This study is innovative in the sense that it exploits the opportunities Smartphone can offer in teaching English grammar.

Literature Review

Role of Instructional Resources in Teaching Grammar

The role of instructional resources in teaching grammar has been the subject of several studies. Subramanian, G.(2020). Investigated the content, organization and instructional strategies employed in textbooks and their impact on students' grammar knowledge and skills. The study analyzed the alignment between textbooks and curriculum goals, as well as the level of engagement and relevance they provide to students. The study found out that textbooks play important role in grammar delivery. In Kenya; course books are the main resource of teaching English grammar. The current study sought to complement course books with Smartphone to enhance teaching of English grammar.

Developing teaching resources is one of the abilities that teachers must have as observed by, Masuram, J, et al. (2020). This ability must be realized to provide various teaching resources like Smartphone that are needed by teachers to achieve the expected grammar competencies. There have been several studies that have been concerned about resources. However, most of these studies focused on ICT, laptops, projectors and audio-visual aids. Little has been researched on Smartphone as a digital resource for grammar teaching especially in Africa and specifically in Kenya. The current study examined the use of Smartphone as resource in enhancing teaching of English grammar skills.

Accessible English grammar apps that can be installed on smartphone For Teaching Grammar

Studies on English Grammar Apps

Tao, X (2023), investigated development of mobile application vocabulary instruction and its application effectiveness in enhancing sophomore English majors vocabulary breadth of a private international university in China. (Mixed methods, quantitative and qualitative analysis, explanatory sequential design, 45 participants in experimental group, 42 in control group, the same view, took a wide range of grammar apps, smart apps and their features as the area of research, in an example of explanation of an app, from the point of view of pedagogy.) The experimental group out performed the control group, the latter which is in vocabulary instruction direct teaching method, in post-test scores of vocabulary of receptive and productive vocabulary at the confidence interval .05.

Antony. R, and Prajeesh, T. (2024) analyzed the effectiveness of linguistic instructive mobile applications on listening comprehension among rural students in India. In an experiment, pedagogic mobile applications were used with 149 tertiary-level learners in rural colleges in Tamil Nadu, India. The subjects were divided into a control group with $n = 75$ and an experimental group with $n = 74$. Pre- and post-tests were used to evaluate the level of listening comprehension. The results showed that M-learning helped rural students to overcome shyness in using languages, hence proving the potential of mobile applications in language education. This study is currently almost similar but only differs in departing on English grammar skills and used mixed methods.

App 1 visual dictionaries

John, S. (2020) found that teachers of English Grammar have to incorporate the use of Smartphone into teaching. This will facilitate learning of Grammar by providing availability of teaching resources. For instance, visual dictionaries are found on Smartphone. Pictorial representation of vocabulary will have a permanent effect on the student's memory. The dictionary apps on Smartphone provide meaning and pronunciation for students. The pronunciation includes both written and audio.

Likewise, Dashtestani, N. (2023) aimed to investigate the views of 73 EFL teachers and 126 students about using online dictionary app. It was discovered that learning English vocabulary through online dictionaries was assessed positively, as they were provided by teachers on their Smartphone, both in time and in place. The study focused on the views of teachers and students but the current study focused on the know-how of the grammar apps and the use by teachers.

In the study conducted by Krochinak, S et-al (2023), students and teachers were assessed on their opinion and attitude about the mobile apps that assist to learning in a classroom. The study relied on a mixed-method which included filling demographic information and qualitative interviews to ascertain the perceptions among the students and teachers about the use of mobile apps.

The result showed that both students and teachers had positive attitudes towards mobile Apps. This study is quite similar to the current study but the focus was on the use and integration of smartphone in teaching English grammar.

App 2 English Grammar Complete Handbook, Quiz, Puzzle

Toh, W. (2024) found out that quiz apps support vocabulary acquisition, puzzle apps support vocabulary and grammar learning. It provides a simpler way of learning English Grammar with its

use of real-life examples and easy-to-understand definitions. Although the app contains in-app purchases, it is free to download. The app offers learning to both beginners, intermediate and advanced topics in grammar. The beginner's topic covers word definition, sentence structure, and parts of speech; noun, pronoun, adjective, verb, adverb and preposition. The intermediate on the other hand covers; modal auxiliaries, the right forms of verbs, subject-verb agreement, clauses, phrases, determiners, quantifiers and modifiers. The advance offers learning in cases, moods, negation, inversion and use of prepositions.

App 3: English Grammar Tenses

Thu, T. (2023) looked at how students' writing improved when they used Grammarly (Free Version), an available and popular AWE application, and investigated ESL students' perceptions about using it. The respondents were eleven fifth-grade students in a private school in Vietnam with the pre-intermediate English language users. The study was conducted using mixed-methods research design. The data collected were students' writing, questionnaires, and semi-structured interviews. The results showed that using Grammarly during the writing or in the revision stage of the ESL students' writing improved their grammatical accuracy positively, especially in verb forms, singular and plural nouns, spelling, articles, omitted verb, and preposition

The study focused on one app for interviews but the current examined a variety of grammar apps like free synonyms, homophones and tenses. In the tense app all nine tenses are discussed, with highly sourced examples. It has illustrations on the tenses and also gives out well-stated examples for better understanding. The app also incorporates quizzes at the end of all the tenses to test the learner's understanding. The app simplifies teaching of English Grammar. This app is very useful; it beats the odds of how textbooks are used in teaching tenses.

App 4 Synonyms and Antonyms

Ceci, L. (2022) stressed that Synonyms and antonyms play a crucial role in expanding students' vocabulary. An app dedicated to synonyms and antonyms can provide students with a wide range of word choices, helping them improve their language proficiency and express themselves more precisely. Synonyms and antonyms are not just about replacing words. They also help students understand the meaning of words in context. By using an app that provides contextual examples, students can gain a deeper understanding of how words are used in different situations, thereby enhancing their grammar comprehension. Smartphone apps are typically interactive and engaging, offering various activities and exercises. Such apps can incorporate gamification elements like quizzes, puzzles and flashcards making the learning process enjoyable and motivating for students. This active learning approach can enhance students' grammar skills by encouraging their active participation and practice. Smartphone are widely accessible and portable, making them convenient tools for learning anytime and anywhere. With synonyms and antonyms app installed on their Smartphone, teachers can access the resource whenever they need it, whether they are in the classroom, at home or on the go. This flexibility promotes independent learning and allows students to reinforce their grammar skills outside of formal instructional settings. Many synonyms and antonyms apps offer personalized learning experiences by tracking students' progress and adapting the content to their specific needs. Through features like progress tracking and adaptive quizzes, these apps can provide targeted practice and feedback, addressing individual strengths and weaknesses. This personalized approach can enhance the effectiveness of English grammar instruction Singaravelu, (2023).

App 5 Simple and Compound Sentences

Chandra, S.et-al (2024) designed computer grammar that is capable of understanding simple and compound sentences in the English language efficiently. This computer grammar can be used in many grammar applications. Understanding the difference between simple and compound sentences is essential for sentence construction and effective communication. An app dedicated to this topic can provide clear explanations, examples and interactive activities to help students grasp the concept and develop their sentence-building skills. Smartphone apps often leverage visual and interactive elements to enhance learning experiences. An app for simple and compound sentences can use animations, diagrams and interactive exercises to engage students and facilitate their understanding of sentence structures. This multi-sensory approach can make grammar lessons more memorable and enjoyable. Apps can offer a wide range of practice exercises to reinforce students' understanding and application of simple and compound sentences. These exercises may include sentence building, sentence analysis and identification of sentence types. Immediate feedback provided by the app can help students self-assess their progress and correct any mistakes.

Smartphone apps allow students to learn at their own pace. They can revisit concepts and exercises as many times as needed, providing opportunities for independent and self-directed learning. This is in line with the current CBC curriculum where the learners are guided and left to practice on their own. Students can use the app whenever they have free time, fostering continuous practice and reinforcement of grammar skills. The portability of Smartphone enables students to access the app anytime and anywhere, allowing for learning beyond the confines of the classroom. Students can utilize the app to reinforce their understanding of simple and compound sentences conveniently. While an app can be a valuable resource, it should be used in conjunction with comprehensive instruction. It can serve as a supplement to classroom lessons, providing additional practice and reinforcement. Teachers can incorporate the app into their lesson plans and recommend it to students as a tool for independent study and review, Stockwell, G. (2020).

App 6 Commas, punctuation checkers

Ankit, S. (2023) observed that Commas have various rules and specific usage patterns in English grammar. An app dedicated to commas can provide comprehensive explanations of these rules, including when to use commas in different contexts (such as lists, compound sentences, introductory phrases, etc.). Clear explanations and examples provided by the app can help students understand and apply comma usage correctly. Smartphone apps often offer interactive exercises and quizzes, allowing students to practice their comma usage skills in a hands-on manner. These exercises can include activities like inserting or removing commas, identifying incorrect comma usage, and more. Immediate feedback provided by the app can help students learn from their mistakes and reinforce their understanding of comma usage. Visual aids, such as diagrams or animations, can help students visualize the placement and function of commas in sentences.

An app with visual learning elements can enhance students' comprehension and memory of comma rules. By presenting information in a visually engaging way, the app can make grammar lessons more accessible and enjoyable. Smartphone apps provide students with the flexibility to learn at their own pace. They can revisit concepts, practice exercises, and review the rules of comma usage whenever they have spare time. This self-directed learning approach allows students to reinforce their understanding of commas and gradually improve their comma usage skills. This convenience promotes continuous learning and engagement with English grammar. An app for commas should

be considered as a supplemental resource to classroom instruction. While the app can provide explanations and practice exercises, it should not replace the role of a teacher in providing guidance, answering questions, and facilitating discussions about comma usage. According to Subramanian, (2020), teachers can integrate the app into their lesson plans and recommend it as a tool for independent practice and reinforcement. Grammar apps are so many on the internet, the language teachers with a passion for exposing learners to wide grammar content can strive to use their Smartphone to access the apps instead of relying on only approved classroom texts.

Research Design

A mixed-method research design was adopted by this paper. Merens, D. (2023), observed that a mixed-methods research design has both philosophical assumptions and methods of enquiry and therefore could be seen as a research design, a methodology or a method. As a methodology, it has philosophical assumptions that guide data collection and analysis from different sources at a time within a single study. In other words, using a mixed-method approach helped to answer the questions on the use of Smartphone apps to enhance teaching of English grammar skills with adequate depth and breadth. The quantitative data from pre and post tests on homophones provided breadth to the study while the qualitative data from questionnaire given to teachers of English and the interview schedule for HODS of English provided depth. Again, quantitative results of the experimental groups were triangulated with the qualitative findings from the questionnaire and the interview schedules.

.A mixed-method design, therefore, provided the optimal basis to answer research questions since it combined the strengths of two sets of data while at the same time also offsetting weaknesses inherent in each method. Qualitative and quantitative findings on mobile/Smartphone use in teaching were therefore complementary. Poth, 2020 observed that mixed method research (MMR) is seen as purposeful data integration whereby the close alignment of quantitative and qualitative methods allow the researcher to get a better, wider picture of the study, providing triangulation and the opportunity to look at a phenomenon in a more thorough manner and through different research lenses.

The study gathered data from teachers of English language where questionnaires having both open and closed-ended questions were administered to teachers of English and the Heads of the Department of English Language were interviewed; an observation checklist was used to make observations on resources that are domiciled in the language department, library and teachers of English. In adopting a mixed approach design the study used qualitative and quantitative designs. The interview schedule provided in-depth information from the HODs of English, while the open-ended questions generated data about the use of Smartphone as a resource for teaching English grammar. The quantitative data was gathered through pre and post-tests that took one month. The instructional instrument, the homophone Smartphone application, was designed and implemented for the experimental group. Both the experimental group and control group had the same homophone contents. The experimental group was taught using the homophone app. control group was taught using the English course book (syllabus).Both the pre-test and post-test written tests were constructed and used to investigate whether there was a significant improvement in students' pronunciation after the treatment. The research population included 140 form 4 students from school 5 and 136 form 4 students from school 8. The experimental group (N=136) and control group (N=140) were selected through convenience sampling from the county schools. The English proficiency levels on homophones of both groups were comparable, as evidenced by the exam results from the pre-test, with 60.23 as the mean score for the experimental group and 59.25 for the control group

The two data sets were integrated by presenting findings of the qualitative data followed by quantitative data. This was discussed descriptively.

FINDINGS AND DISCUSSION

Accessible Applications Found on Smartphone that Enhances the Teaching of English Grammar.

Objective three of the study sought to establish accessible applications found on Smartphone that enhance teaching of English grammar. Table 4.18 shows the response from the teachers of English.

Table 1: Applications Used to Teach English grammar.

English Grammar Apps	YES		NO		Total Frequency
	Frequency	Percentage	Frequency	Percentage	
Visual Dictionary App	50	89%	6	11%	56
Homophones App	45	80%	11	20%	56
English grammar tenses App	40	71%	16	29%	56
Free synonyms and Antonyms App	42	75%	14	25%	56
English sentence practice App	45	80%	11	20%	56
Oxford A to Z of grammar and punctuation App	42	75%	14	25%	56
Grammar bites App	35	63%	21	37%	56

The findings on table 1 indicate that 50 (89%) of the respondents used Visual dictionary to teach English Grammar, the app give both spelling and pronunciation of words. 6 (11%) did not use because of installation costs. 45 (80%) used Homophones. The app gives a list of over 1500 homophones accompanied with pronunciation from native speakers. 11(20%) refuted and claimed most of the apps are not for free. 40 (71%) used English grammar tenses App which are so many on the net, 16(29%) were not sure of which tense app to use due to authenticity. 42 (75%) of the respondents used Free synonyms and Antonyms App to teach. 14 (25%) complained of costs to install the app. 45 (80%) of the respondent used English Sentence practice Apps. 11(20%) did not and lamented of extra time and commitment required to prepare such materials for teaching. 42 (75%) used Oxford A to Z of grammar and punctuations. The app gives a lot of exercises on grammar and punctuations. 14 (25%) reiterated that you must subscribe to the app which they could not afford. 35 (63%) used Grammar bites. 21 (37%) didn't use the Apps in teaching English grammar skills.

This was interpreted to mean that grammar apps like Visual dictionary, Homophones, English Grammar tenses Apps etc were popular among English teachers, and a large proportion knew the apps. The apps were deemed resourceful in enhancing teaching of grammar skills. This means that Smartphone is a key resource in teaching English grammar. The findings corroborates with John, S.(2020) finding that revealed that teachers of English Grammar have to incorporate the use of Smartphone into their routine. This will facilitate learning of Grammar by providing availability of teaching resources. For instance, visual dictionaries are found on Smartphone. Pictorial representation of vocabulary will have a permanent effect on the student's memory. The dictionary apps on Smartphone provide meaning and pronunciation for students. The pronunciation includes both written and audio. Similarly, Ceci, L. (2022) noted that Synonyms and antonyms play a crucial role in expanding students' vocabulary. An app dedicated to synonyms and antonyms can provide

students with a wide range of word choices, helping them improve their language proficiency and express themselves more precisely. Synonyms and antonyms are not just about replacing words. They also help students understand the meaning of words in context. By using an app that provides contextual examples, students can gain a deeper understanding of how words are used in different situations, thereby enhancing their grammar. The findings also concurs with Michael T. and Hayo R. (2024) in their book "Contemporary Task-Based Language Teaching in Asia" noted that homophone apps offer a targeted practice that helps learners distinguish between commonly confused words, enhancing their overall language proficiency. These apps support visual and auditory learning modes, which can be particularly beneficial for teachers who struggle with traditional teaching methods.

Table 2: Other Grammar Applications that enhance the teaching of English Grammar

Application	No of teachers of English Percent (%)	
Parts of speech	43	76.8
Word net	1	1.8
Quiz App	3	5.4
Duolingo	3	5.4
Puzzle App	14	25

Table 2 shows other grammar apps mentioned by respondents where 43 (76.8%) of the respondents used parts of speech application software for teaching grammar, 1 (1.8%) of the respondents used WordNet, 3 (5.4%) of the respondents used Quiz App as an application software for teaching English grammar, 3 (5.4%) of the respondents used Duolingo while 14(25%) used puzzle App to improve learners grammar skills

The findings revealed that parts of speech were popular with teachers. This finding were same as Toh, W. (2024) who found out that quiz apps support vocabulary acquisition, puzzle apps support vocabulary and grammar learning, platform apps support reading and writing development, augmented reality apps support increased engagement and virtual reality apps support the development of listening and speaking skills. Also Andrei, E. (2024) noted that Puzzle apps support vocabulary and grammar learning

Applications that Facilitate Teaching of English Grammar

Teachers of English were asked about the Apps they used to facilitate teaching English grammar apart from the Grammar Apps discussed above. The result is presented on Table 4.20

Table 3 Media Applications that facilitate teaching of English grammar.

MOBILE APPS	AGREE		DISAGREE		Total Frequency
	Frequency	Percentage	Frequency	Percentage	
YouTube	50	89.3%	6	10.7%	56
WhattsApp	36	64.3%	20	35.7%	56
SMS	31	55.4%	25	44.6%	56
Podcast	38	67.9%	18	32.1	56

Table 3 shows media apps other than grammar apps that are installed in the Smartphone that facilitate teaching of grammar. The findings shows that 50(89.3%) of the respondents agreed that they use YouTube app to facilitate teaching of English grammar. You Tube provide teachers of English with videos on how to teach certain areas of grammar and offers varied content while 6(10.7%) of the respondents did not agree citing high cost of downloading You Tube videos. Similarly, 36(64.3%) of the respondents agreed that they use WhatsApp to facilitate the teaching of English grammar. Teachers share grammar content that enrich their teaching. 20(35.7%) of the respondents did not cite unreliability of the social media and costs to access the content. 31(55.4%) of the respondents agreed that they use SMS to teach functional skills like e- mails. 25(44.6%) did not due to limited areas of grammar that can be applied 38(67.9%) of the respondents agreed that they use Podcast Apps to facilitate the teaching of English grammar 25(44.6%) and 18(32.1%) rarely used due to lack of know how.

The finding revealed that there were other many media applications installed on a Smartphone that facilitates the teaching of English grammar. The apps provide a medium for delivering grammar content alongside grammar apps. The findings were the same as Luh, P. (2023) who reviewed the literature on the implementation of YouTube as the alternative learning media in English Language Teaching for bilingual young learners. The research findings implied the effectiveness of using YouTube as an alternative medium for young bilingual learners. Incorporating YouTube in language lessons can energize the teaching of English grammar and help motivate learners. Also, Everhart .R. (2019), noted YouTube videos allow teachers to watch and research in real-time and also encourage interactive participation.

Darmi, R. (2019) academic podcasts not only introduce diversity in the process of learning and teaching English grammar but also arouse real interest among students. Podcasting also provides flexibility, user control, and mobility, and allows for time-shifting and multi-tasking.

Apart from the questionnaire, interviews were conducted where section C of the interview schedule asked HODS about accessible Apps found on Smartphone that enhance the teaching of English grammar.

HOD 7 revealed that;

“Teachers agreed that they use their Smartphone to access grammar Apps like Visual Dictionary, Grammar Checker, Grammar Assistance, Free Synonyms and Antonyms, English grammar tenses via YouTube.

HOD 11 said;

“Teachers use YouTube, whatsapp and podcast to enhance the teaching of English grammar skills”

This sentiment corroborates with the findings in the questionnaire where teachers agreed to use media apps like You Tube to access English grammar Apps like Visual Dictionary, Duolingo, and Grammar Checker among many other English Apps to enhance the teaching of English grammar. They agreed that these media applications made learning interactive, improved learners’ skills such as pronunciation and spelling and also had more exercises for learners to practice.

CONCLUSION

The finding revealed that teachers of English were aware of the Apps on English grammar and they had installed some on their Smartphone which they accessed and used to teach English grammar., data from the questionnaire revealed that those who used visual dictionaries were 89%, 71% for English grammar tenses, those who used free Synonyms and Antonyms were 75%, 80% were using English sentence practice App and finally 80% used Oxford A to Z of grammar and punctuations.

Recommendations of the Study

The paper made the following recommendations;

A school policy on how a Smartphone should be used to teach English should be developed. This is vital in ensuring that the right content and application are identified to teach English grammar. This will also serve to direct the use of Smartphone in schools.

KICD should incorporate Smartphone as a resource for teaching/learning, introduce and encourage Smartphone in schools, should develop learners' specific applications.

MOE should provide affordable internet, develop a mobile APP for learning and also support school efforts to utilize Smartphone as a digital resource.

The study established accessible applications on Smartphone that facilitated the teaching of English grammar. The study concluded that teachers of English used applications such as Visual Dictionary, Homophones, Free Synonyms and Antonyms, Oxford A to Z of grammar and punctuations and English Tenses to enhance the teaching of English Grammar. 70% of teachers were aware of specific applications used in teaching and learning of English grammar

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