

**INFLUENCE OF ENGLISH LANGUAGE TEACHING METHODS
ON PUBLIC SECONDARY SCHOOL STUDENTS IN EGOR LOCAL
GOVERNMENT AREA OF BENIN CITY**

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FACULTY OF EDUCATION
UNIVERSITY OF BENIN
BENIN CITY**

JUNE 2024

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION,
UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILMENT
OF THE REQUIRMENTS FOR THE AWARD OF THE DEGREE OF
BACHELOR OF ARTS (EDUCATION) IN ENGLISH AND
LITERATURE**

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CERTIFICATION

We, the undersigned, certify that this research project was carried out by Favour Osuom OSAZUWA with the matriculation number EDU1903393. Being a research work submitted to the Department of Educational Foundations in partial fulfilment of the requirement for the award of Bachelor Degree of Arts (B.A.) (Ed.) in English and Literature, University of Benin. Benin City.

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DEDICATION

This study is dedicated to God Almighty and my parents.

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The researcher's deepest gratitude goes to God Almighty who has been her utmost anchor, backbone and strength from the beginning of this academic journey.

Her sincere appreciation also goes to her loving supervisor, Prof. (Mrs.) F.N. Ofuani and her assistant Mrs. Uyi-Osaretin S.I., for their expert mentorship, patience, encouragement and excellent supervision throughout this research study. She thanks the Head of the Department, Dr. A. E. Osawaru and her two course advisors during her four years of study: Mrs Omorogieva Pamela and Dr. (Mrs.) Osawaru. Saying thank you would not be complete without acknowledging the constant words of wisdom and encouragement from her parents during times she felt tired and was ready to give up. Also, she would like to thank her big brother for his emotional care and guidance. She is equally grateful to her nieces, Bernice and Kikachukwu.

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ABSTRACT

The study investigated influence of English Language teaching methods on public secondary school students in Egor Local Government Area of Benin City. The design adopted for this study is the descriptive survey method. Three (3) research questions were raised for the study.

The population of this study consisted of all the English Language secondary school teachers in Egor Local Government Area of Benin City. A total of sixty (60) English Language teachers were randomly selected as the sample size from eight (8) public secondary schools in Egor Local Government Area of Benin City. A structured questionnaire was used to collect data from respondents. The research instrument used was validated by experts in the Department of Educational Foundations. Data collected from the survey were statistically analyzed. After analysis, results were displayed on tables showing frequencies, percentages, mean scores and standard deviations of responses, including the decisions made.

Based on the findings, it was discovered that the majority of the teachers in Egor Local Government Area of Benin City mostly make use of the communicative language teaching method to teach English Language, the teachers need to adopt varying teaching methods in a lesson in order to achieve their goal in the class, etc. Following the findings, some recommendations were made on how to ensure adequate use of language teaching methods in public secondary school in Egor Local Government Area of Benin City. It was recommended that there is strenuous supervision of academic activities in secondary schools in Egor Local Government Area of Benin City by both internal and external authorities, workshops be organized for teachers of English to refresh their language teaching skills and enable them also, to be up-to-date on the traditional and modern language teaching methods, etc.

CHAPTER ONE

INTRODUCTION

Background to the Study

The colonial rulers brought English to Nigeria with the intention of using it for commercial purposes, religious propagation, and colonial administration. According to Ufomata (2014), English is more formal in contexts where it is spoken as a second language, such as Nigeria. Since English is the official language, it serves as the language of government, education, business, and, to a lesser extent, social integration, particularly among the educated upper classes. According to Agheiyisi (2004) and Bamgbose (2007), Nigeria is home to approximately 400 languages. According to Ufomata (2014), it is critical for the government to maintain English as the official language in the context of such multilingualism. The fact that English has long been associated with colonial rulers is an added advantage. Furthermore, it is a global language, which provides all of the advantages of speaking it both domestically and internationally. Proficiency in English and its application indicate that a transmutation has a greater potential for material and social benefits. This mindset is reflected in the

symbols' meanings; in linguistically and culturally diverse and pluralistic societies, English is viewed as a symbol of modernism and an additional avenue for success and mobility.

Tiffen (2009) effectively summarizes all of the ubiquitous roles that English plays in Nigeria by stating the following:

English can now be regarded as one of the major African languages, so widespread is its use and very essential as a tool in everyday life. In many countries, it is the official language, the national language of administration, law, the national press, commerce and political unity, (p.56).

It is true that English plays an important role in our country's culture. The various ethnic groups in Nigeria, whose languages are typically incomprehensible, continue to communicate and interact in this language. Despite efforts to force Nigerians to learn any of the three dominant languages—Hausa, Igbo, or Yoruba—as the national tongue, English remains the common tongue of all tribes and the language that unites the country as a sovereign nation.

An editorial in the Daily Times that laments students' lack of English language proficiency. In his words: "This June all the Universities will produce as usual, thousands of graduates who assume that the nation is theirs merely by the fact of obtaining University education." Because English is commonly used as the medium of instruction for other subjects in Nigerian schools, these claims are correct because students who receive an efficient and well-defined English language instruction program are better able to understand both the English language as a subject and the other subjects covered in the curriculum. According to Banjo (2009), functional language education has a strong correlation with other academic subjects. Banjo believes that other school subjects should be taught and learned in English. Thus, proficiency in English is required for success at all levels of the educational system. This implies that a certain level of English language proficiency is required to be considered an educated Nigerian. The reason English is taught as a second language in Nigeria is not because it is the language that the average Nigerian child learns or acquires after their mother tongue, but because of the numerous functions it serves in other subjects

taught in schools. If language learners want to be successful in today's world, they must learn the language in a widely accepted standard form.

Students in Nigerian public secondary schools have been systematically failing the West African Examination Council's (WAEC) English language exams (2009). Academic achievement, in Nigerian public secondary schools in recent times, has experienced great decline. Poor academic performance among students has been observed to be on the rise in the Nigerian environment, despite efforts to improve school curriculum and teaching quality. Over the years, stakeholders have expressed serious concerns about this issue. Reports from the West African Examinations Council and the National Examination Council (2014) revealed that Nigerian students performed poorly in almost all subjects. The report indicated widespread failure, particularly in the core subjects of English Language and Mathematics. According to the report, out of 1,705,976 (one million, seven hundred and five thousand, nine hundred and seventy-six) candidates who registered for the exam, only 529,425 (31.28 percent) received credits in five or more subjects, including English Language. The results show that the students who took the exam did not perform well, as they did in previous

years. Furthermore, the report indicates that the May/June 2019 results show a marginal decline in candidate performance, compared to 38.81% in 2017 and 36.57% in 2018. This is concerning because academic failure not only frustrates students and parents, but it also has a negative impact on the economy (Aremu, 2000).

Since the goal of nation building is to produce students who pass their exams in order to contribute their quota to the business of building the nation, the status of teaching and learning an important subject such as English in public secondary schools should be prioritized. It is therefore necessary to investigate the teaching of English in public secondary schools in Benin City. This can help to identify critical elements in the quality of language teaching in the selected area. Majasan (2008) also views evaluation as an educational strategy that aids in determining the quality or performance of a group or system.

Nigerian English proficiency is currently unremarkable. According to Otagbuagu, Ogenyi, and Ezema, parents and educators are concerned about Nigerian students' declining English performance. According to the same report, language education experts are outraged by students' declining

proficiency and use of English. Furthermore, Otagburuagu (1996) lamented the declining standards in university undergraduates' English language proficiency, quoting an editorial:

University lecturers all over the country have had a litany of complaints: namely, the poor quality of the writing of their graduates. It seems insufferable that the nation should tolerate people who not only cannot write well but also are not humble enough to want to learn... one university is even suggesting remedial courses in English and writing for graduates (p.77).

At this stage, a variety of questions are understandably raised, such as whether this issue can be linked to poor teacher quality, insufficient preparation, low teacher morale, societal attitudes toward the English language, an unstable academic calendar, interference from Nigerian languages, or a lack of teaching resources. Whatever point of view is used, the answers are diverse. Over the years, reports have also revealed a high failure rate in English on external exams such as the West African Senior Secondary School Certificate Examination (WASSCE). One begins to wonder if the primary reason for failure is a teacher's inability to implement proper language teaching techniques. Thus, language teaching methods—a

topic that can cause problems in the English curriculum in Nigerian schools—were the primary focus of this paper.

Despite the importance of effective teaching methods in language classrooms, some long-tenured language teachers (particularly in primary and secondary schools) have a tendency to simply teach by rote. This could be due to over-familiarity with the subjects or a lack of understanding of the teaching strategies. In other cases, language instructors appear to use the same techniques on multiple students with different learning challenges. Teachers nowadays are frequently too busy to organize their lessons and decide which method or methods will work best for a specific lesson or group of students. Furthermore, English teachers may lack the necessary qualifications to teach the language and may be unfamiliar with the best practices for teaching a second language.

The goal of instruction is to help students gain a thorough understanding of the topics being covered. A teacher must understand what to teach in the classroom. It is critical that a teacher have a thorough understanding of the subject matter being taught. A competent educator must seek out additional information sources to supplement textbooks in her

teaching. A teacher must be able to effectively instruct her course material. Before assigning teachers to teach English in public secondary schools, it is critical to consider a few demographic characteristics. These critical demographic characteristics include the teacher's area of specialization, degree of education, and prior teaching experience.

Another aspect of English language instruction that requires evaluation is the teaching methodology. Abdu (2006) believes that audio-lingual, communicative, cognitive, and story-telling methods should be used to teach English. Aside from teaching methods, instructional materials appear to have a significant impact on the teaching of English in public secondary schools. Instructional materials are educational resources that help students improve their knowledge, abilities, and skills, monitor their information assimilation, and contribute to their overall development and upbringing (Mambula, 2005). Instructional materials can help an English language teacher transfer knowledge to her students in the classroom. Charts, flash cards, television sets, radio cassettes, tape recorders, pictures, documentary films, tapes, film projectors, smart boards, video recorders, computers, language laboratories, flannel boards, textbooks, and blackboards

are some of the instructional materials suitable for teaching English in public secondary schools. Instructional materials must be used in order to get the most out of students in the English language classroom.

A conducive classroom environment improves the quality of instructional materials for language teaching and learning in the classroom, making them appropriate for teaching and learning. According to Manu (2007), the classroom is the most important part of a school because it is where students and teachers spend the majority of their time and where learning occurs. Adequate classroom environment should be provided in the teaching of the English language in public secondary schools.

Statement of the Problem

There is ample evidence that Benin City's senior secondary students lack English language proficiency. According to the most recent reports from the West African Examinations Council's Chief Examiner (2019), candidates performed poorly on the exam. According to the report, candidates' performance in the English language portion of the Senior Secondary School Certificate Examination (SSCE) in several states, including Benin City, has not improved. According to the report, students

who took English language classes were not adequately prepared for the exams based on their results. As a result, the West African Examinations Council's report, which lists Benin City as one of the states with candidates whose Senior Secondary School Certificate Examination (SSCE) results were below par, clearly demonstrates the city's senior secondary school students' inadequate command of English. This unfortunate situation is also the same in most of the junior secondary schools in Benin City and this could have been caused by a variety of factors, including issues with curriculum and motivation among the study area's teachers. Once again, it is unclear whether educators in the State's Senior Public Secondary Schools use appropriate techniques when teaching English. The goal of this research is to evaluate and respond to a number of issues, including the following: the impact of the methods used in the efficient and effective teaching of the target language; the use of appropriate teaching methods in English in secondary schools in the Egor Local Government Area, Benin City; and variation in English teaching methods for effective results. On the basis of the study's findings, recommendations would be made.

Research Questions

The study was guided by the following research questions:

1. What language teaching methods are used by English secondary school teachers in Egor Local Government Area, Benn City?
2. What is the level of variation in language teaching methods among English teachers in public secondary schools in Egor Local Government Area, Benn City?
3. What effect do language teaching methods have on the performance of secondary school students in Egor Local Government Area, Benin City?

Purpose of the Study

The purpose of the study is:

1. To determine how teachers teach English in public secondary schools in Egor Local Government Area of Benin City.
2. To determine the level of variation in English language teaching in Benin City's public secondary schools.

3. To investigate the effect of language teaching methods on the performance of public secondary school students in Egor Local Government Area of Benin City.

Significance of the Study

This study is significant because it will immensely benefit teachers, students, lesson planners, Ministry of Education and prospective researchers. The study would benefit teachers as it will help them see how language teaching methods affect the academic performance of their students. This will put them in a better position on how to bridge the gap in the variation of students' academic performance. The study would benefit students as it will help them see how language teaching methods can address their language learning problems and how they can influence their academic achievement. The study would benefit lesson planners and the Ministry of Education as it will help them see how the language learning methods impact on students' performance in secondary school. This will help them to infuse necessary teaching strategies needed and fashion out effective policies towards ensuring that they are adequately implemented. The study would benefit

prospective researchers as it will serve as a source of reference point to them. Thus, it will help stimulate further research on the topic under discussion.

Scope and Delimitation of the Study

The study is interested in the application and effects of language teaching methods; it is, however, delimited to the teachers of English in secondary schools. The geographical scope of the study focuses on public secondary schools in Egor Local Government Area, Benin City.

Definition of Terms

The following key terminologies applied in this research study are contextually defined below:

- 1. Academic Performance:** This term refers to the responses that students provide during an academic program, as observed and evaluated. That is, the ability to complete academic work.
- 2. Language Teaching Methods:** A single set of procedures which teachers are to follow in the classroom.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Introduction

This chapter presents a review of related literature regarding the influence of English language teaching methods on public senior secondary school students in Egor Local Government Area, Benin City under the following subheadings:

- Conceptualization of Language Teaching Methods
- Major Approaches and Methods of Teaching English as a Second Language in Nigeria
- Influence of Using of Teaching Methods in English Language
- Pedagogical Approaches to Teaching English Language in Nigerian Secondary Schools
- Problems Affecting Pedagogical Approach in English Language Teaching in Nigeria
- Summary of Reviewed Literature

Conceptualization

Language Teaching Methods

A common umbrella phrase for the various activities involved in language instruction is "language teaching method." The phrases "method," "approach," and "techniques" are frequently used synonymously to describe the learning activities that are encouraged in the classroom. Over the years, many recommendations have been made to either redefine or remove the term "method." The conventional division is made between general approaches—like the oral approach—methods—like the audio-lingual method—and instructional strategies—like drills. According to Richards & Rodgers (1986), approaches are connected to procedures through design. Marton (1988), on the other hand, discusses four general teaching "strategies": the communicative strategy, which focuses on having students attempt to communicate; the reconstructive strategy, which involves having students engage in text-based reconstruction activities; and the eclectic strategy, which combines two or more of the previous strategies. Analytical activities use language practice and study, whereas experiential activities rely on language use in a situation. Different teachers combine these

strategies in different ways within a specific teaching style. The audio-lingual style—which depends on spoken language, practice, and structure—is created when you combine a role-playing exercise with a repetition dialogue. The communicative style, with its broad presumptions about the significance of communication in the classroom, can be obtained by combining a functional drill with an information gap exercise and a role play. A loosely related collection of instructional strategies that are thought to have similar language learning objectives is called a teaching style.

The word "method" comes from the Greek word "metahodos," which meaning "the road that leads from one point to another," according to McArthur in Otagburuagu, Ogenyi & Ezema (2013). Thus, a language teacher's methods are the means by which they move a student from one place in their language learning scenario to another, frequently toward a prearranged objective. In the Nigerian school context, language teachers have access to a variety of teaching techniques. These consist of the Communicative Language Teaching Method, the Grammar-Translation Method, the Audio-Lingual Method, and the Eclectic Language Teaching Method.

Major Approaches and Methods of Teaching English as a Second Language in Nigeria

Numerous teaching techniques have emerged in the field of language instruction. The Grammar-Translation method, the Direct method, the Situational method, the Audio-lingual method, and the Communicative method are the five main ones that this study will concentrate on.

The Grammar-Translation Method

Early on in the process of learning foreign languages like Latin and Greek, the Grammar Translation Method was employed. The approach comprised learning a second language known as the target language—Latin, for example—by carefully dissecting its grammar rules and then using what you learned to translate texts and sentences into and out of the language. The target language is translated using the learner's first language, such as English.

Main Features of Grammar-Translation Method

1. Emphasis is on the grammar of the target language.
2. Translation is the principal practice technique.
3. Major focus is on reading and writing skills.

4. Little or no attention is paid to speaking and listening.
5. Students' native language is the medium of instruction.
6. Sentence is the basic unit of language teaching and learning.

Techniques of Grammar-Translation Method

1. Reading
2. Translation
3. Deductive teaching of grammar
4. Memorization
5. Writing

In language classrooms across Europe, Africa, Asia, and the Americas, the grammar-translation method remains relevant and widely employed, despite its long history. As it places minimal demands on teachers, it is simple to implement.

Advantages of Grammar-Translation Method

1. Translation is essential because it allows one to compare two languages and gain a deeper comprehension of the meaning of complex sentences and abstract words.

2. Students' ability to produce grammatically correct sentences and read comprehension is enhanced by the methodical study of grammatical rules.
3. The environment in which reading and writing skills are developed is provided by the emphasis on the use of literary texts.

Disadvantages of Grammar-Translation Method

1. An excessive focus on translation will never completely relieve learners of their reliance on their native tongue.
2. Students' ability to apply grammatical rules in authentic communication contexts is not guaranteed by rote memorization of rules.
3. Speaking and listening are undervalued in favor of reading and writing far too much.
4. As most of the texts are drawn from literary works, they frequently do not fit the learners' real-world requirements.
5. Language communication requires the use of all four abilities.

The Direct Method

The Direct method emerged as a result of a revolution in language teaching philosophy that occurred towards the end of the 1800s. The "dawn" of modern foreign language instruction was said to have occurred during this time. The Direct Method was the first effective approach to teaching languages, according to second language theorists. It was created in response to the tediousness and inefficiency of grammar-translation courses. These include the Grammar-Translation Method, the Audio-Lingual Method, the Communicative Language Teaching Method, and the Eclectic Language Teaching Method. The Direct Method is predicated on the idea that teaching an L2 without utilizing the L1 would make it easier for students to learn. In essence, the procedures involved in picking up a new language should resemble those a child would go through to acquire their native tongue. The approach, in particular, encourages learning vocabulary and phrases in the target language without requiring the learner to translate in their native tongue. The ultimate goal is for the students to be able to "think" in their second or foreign language.

Main Features of a Typical Direct Method

1. Classroom: There are few students in the class.

2. Students take turn reading aloud (mostly dialogues and anecdotal passages).
3. Teacher asks questions in the target language to test students' understanding.
4. Students respond appropriately in the target language.
5. The question–response session is followed by a dictation of the dialogues or passage by the teacher while the students write down what they heard.
6. Students would then read aloud the dictation they have written.

Techniques

1. Direct use of the target language
2. Use of small class size
3. Oral reading of dialogues
4. Choral /group reading
5. Use of dictation

Shortcomings

1. Its very intensity and small class size make it impossible in public schools.

2. For the method to be effective the teacher must have an excellent command of the target language, or better still a native speaker of the target language.
3. It is teacher-centered or teacher dependent.

The approach began to wane by the late 1920s, and the grammar-translation method even made a comeback. Still, there is a large following for the Direct Method in private language schools. Midway through the 20th century, it served as one of the pillars on which the renowned Audio-lingual Method began to flourish.

The Audio-Lingual Approach to Language Teaching

Drawing from the aforementioned theories, the Audio-lingual Method of instruction employed a teaching methodology that involved examining and choosing common structural patterns of the target language that are utilized in daily contexts. These are taught to the students by the teacher orally at first, and then in writing at a much later time. They are incorporated into conversations as pattern or structural drills. The learners are able to focus on learning the sound, syntactical, or grammatical patterns being taught because there is minimal vocabulary content. The method by which

the students acquire the dialogues is called mimicry-memorization, in which they commit the dialogues' sentences to memory. The teaching procedure consists of the following steps:

- The teacher delivers the dialogues either verbally or through the use of a language lab, a tape recorder, or both.
- Students listen to the recorded voice or the teacher's voice in order to identify sounds such as phonemic distinctions, stress and intonation patterns, as well as new vocabulary and grammatical structures in the dialogues.
- As often as they can, students mimic the teacher's dialogues until they can do so correctly and smoothly.

Everyone in the class repeats the same thing the first time. Once the target sounds and structural patterns are retained and accurately repeated, repetition takes place in smaller groups before being done by individual students. It emphasizes correctness. The teacher goes back to the class choral response if a group falters. The teacher goes back to small group choral response if a student falters. The intention is for each student to commit the dialogue's structural patterns to memory. Upon successfully repeating the

dialogue, a student or group of students receive reinforcement or rewards in the form of teacher approval, such as praise. When feasible, pertinent images or drawings are included with the dialogues to help students learn even more. Following the completion of a given dialogue, the teacher assists the students in applying the newly learned phrase or grammatical structure to other appropriate contexts. The widespread use of structural or pattern drills in language textbooks can be attributed to the Audio-lingual method of instruction. Following an oral lesson on a specific dialogue and any necessary modifications, the teacher guides the class in reading and writing what they have learned. The audio-lingual approach promotes a teaching-learning process in which students act as passive learners and listeners and the teacher acts as the active initiator and controller of learning (the wise man on stage). What and how students learn is decided by the teacher. As a result, the audio-lingual approach is learner-centered rather than teacher-centered.

The primary goal of the audio-lingual approach is for students to be able to accurately and error-free understand (through reading and listening) and produce (through speaking and writing) the target language. According

to Rivers (1981), one benefit of this approach is that students can develop comprehension and fluency in the target language very early in their learning process with a small amount of language material. Students that are shy or less talented, who might learn better in a group environment, will find this feature especially helpful in inspiring them. Since they are not yet constrained by shyness or the fear of making mistakes, young children who naturally enjoy mimicking and acting out roles may also find the approach appropriate.

Notwithstanding the aforementioned benefits, there are certain drawbacks to the audio-lingual approach. For example, its emphasis on accuracy and repetition may require a significant amount of class time, which could lead to students learning very little during a class period. Second, a lot of teaching methods are mechanical, which makes students learn like well-trained parrots who can perfectly repeat sentences they have learned from dialogues when presented with a particular stimulus but are typically unsure of what they are saying. Furthermore, students frequently find it difficult to apply the language they have learned through memorization in contexts other than the ones in which it was first

encountered because the material is carefully chosen for a specific context or circumstance. As a result, the teacher has the extra responsibility of making sure that students start applying what they have learned from dialogues to a variety of communication situations both inside and outside of the classroom at an early age. An additional constraint of the audio-lingual approach could be its unsuitability for adult learners and exceptionally intelligent or gifted students, who might find the monotonous repetition of pattern drills unengaging and undemanding. These individuals typically have a preference for learning through the grammar-translation method, which involves analyzing and rationally explaining the rules and principles underlying the target language.

The fact that the Audio-lingual method discourages learners from picking up the language via trial and error is one of its main criticisms. The approach eliminates people's innate desire to learn from their mistakes by placing an excessive emphasis on accuracy. Furthermore, language components are not presented using the method in the way that language is naturally used. Language is used in everyday communication. The mere fact that someone is somewhat conversant in a language does not automatically

translate into proficiency in other contexts. Despite certain drawbacks, the audio-lingual approach is still utilized in language classrooms today. It is especially helpful when the instructor wants to make sure that the students understand the target language's phonological, grammatical, and vocabulary systems. For example, it could be helpful in teaching and testing the distinctions between sounds and tenses, such as "hit and heat," "lick and leak," "fan and van," and "sit and seat." It is also possible to teach the target language's stress and intonation patterns. For example, the Audio-lingual method could be used to teach students effectively about the differences between statements, questions, and exclamations in sentences. Here is an illustration:

1. She is beautiful. (statement)
2. Is she beautiful? (question)
3. She is beautiful! (exclamation)

Main Features

1. The fundamental language skills are divided into four categories: speaking, listening, reading, and writing. The priority is to teach speaking and listening before writing.

2. Mother tongue usage is strongly discouraged in the classroom.
3. The formation of habits is a factor in language skill development.
4. To practice specific language patterns until automatic response, use structured dialogues and drills.
5. The only words and sentences taught are common ones. Teaching concrete vocabulary involves using pictures, objects, and demonstrations. The association of ideas method is used to teach abstract vocabulary.
6. Utilization of the language lab.

Techniques

1. exercises or activities that take the shape of pattern drills that teach vocabulary and grammar structures through memorization and mimicry
2. emphasizes the use of drills to assist students in developing mastery of grammar structure.
3. For intensive practice of particular language features, use straightforward, varied, and graded language activities.

Shortcomings

1. Learners are viewed as living things that can be made to respond in certain ways through expert training methods.
2. Since the majority of the materials are teacher-centered, the method is teacher-dominated. Doesn't give room for learner creativity.
3. For as long as possible, the student of second language acquisition must not have access to printed materials.

The Situational Method

Working in tandem with the Audio-lingual Method, the Situational Method developed in the United Kingdom. Language practice and presentation were situationalized, giving them constant social meaning, which was a major distinction from the Audio-lingual approach. Speaking and listening abilities were prioritized in this approach. This method is predicated on the idea that role-playing in the classroom is the best way to create the scenario in order to teach the language of that situation. It is possible to think of the situational method as a link between the communicative and audio-lingual methods.

Conversation readers were used by practitioners to teach language right from the beginning of the Reform Movement. This was further

developed in the 1960s and 1970s when a number of language course books were written, organizing language lessons around situational themes like “At the Hairdresser’s,” “The Post Office,” “At the Market Place,” and so forth. These texts' conversations and stories revolved around the situational themes. In order to support the action-based language used in the specified situations, teachers were expected to provide relevant teaching materials.

Main Features

1. Use of the three Ps- PPP: Present, Practice, and Produce
2. Use of role play
3. Use of mimes, pictures etc.
4. Use of contextualized situations

Shortcomings

The method's main drawback is that most situations are difficult to describe—in fact, there are some situations that are impossible to describe well.

The Communicative Approach to Language Teaching

The communicative perspective on language acquisition shifted the focus of language instruction from teacher-centered to learner-centered. This

method places a strong emphasis on teaching languages through communicative scenarios with subjects and actors/participants playing various roles that are likely to be encountered by students in their everyday lives. Therefore, learning scenarios that require students to act or play roles while using the language are set up by the teacher in place of repetition and memorization of dialogues. The interests and language requirements of the students are taken into account when deciding what and how to teach the language. As a result, topics and settings need to be relevant to the specific learning group. It is the teacher's responsibility to facilitate learning. He or she helps the students express themselves in the target language using whatever knowledge and abilities they may have. The communicative teaching approach creates protocols for teaching the four skills that recognize the relationship between language and communication, with the goal of making communicative competence the end result of language instruction. It promotes meaningful task completion and genuine communication in activities. It holds that language has meaning for the learner and aids in the process of learning. Teachers are expected to be

organizers, guides, analysts, counselors, or group process managers, while language learners are expected to be negotiators.

Without a doubt, the communicative approach quickly gained popularity and is now the standard in language education across many nations. This is because, in addition to making language acquisition more engaging, it also aids in the development of both linguistic and communicative competence in students.

The principles of the Communicative approach are as follows:

1. Early learning does not place a premium on linguistic precision in terms of vocabulary, grammar, or pronunciation.
2. The focus is on the writer or speaker conveying an understandable message. It is thought that the learner will eventually attain the appropriate correctness.
3. Depending on the skills required in the specific learning scenario, the subject, the participant roles, and the goals of the communicative exchange, all four language skills could be taught concurrently, or integratively. Students can see how the four language skills are related to one another thanks to this integrative approach.

4. A meaningful text or discourse, such as a paragraph for listening comprehension, a topic for speaking or writing, or a text passage to summarize, serves as the fundamental building block of education.
5. The teaching text needs to be centered around scenarios, subjects, and exercises that the students find engaging and meet their needs.

Advantages

The communicative method of teaching languages has greatly benefited language instruction and acquisition. It is easy to say that it offers the following benefits:

1. helps language learners communicate because the emphasis is on understanding and conveying meaning in the language rather than perfect grammar or pronunciation.
2. Learners are encouraged to speak, read, and write the language without worrying about making mistakes by the lack of emphasis on accuracy.
3. Learning is meaningful and purposeful when the what and how of instruction are based on the needs and interests of the learners. This

facilitates the potential application of lessons learned to analogous circumstances outside of the classroom.

4. Learners are forced to use the language naturally when the four language skills are taught holistically rather than separately.
5. Employs practical, inspiring, and significant language exercises.

Disadvantages

1. When students are not given many opportunities to apply what they have learned in the real world, mistakes that are not fixed right away could continue.

Main Features

1. emphasizes using interactions in the target language to help learners learn how to communicate.
2. incorporating real books into the classroom environment.
3. Students pay attention to both the language and the process of learning.
4. The personal experiences of the learners are emphasized as significant components that contribute to classroom instruction.

5. attempts to connect language acquisition in the classroom with language use outside of it.
6. Pay attention to every facet of communicative competence, not just grammatical or language proficiency.
7. encourages students to use language in a practical and useful way.

Techniques

1. Use of real life/authentic texts for reading
2. Contextualized situations of the real-world involving learners to play roles
3. Discussion
4. Debates
5. Reporting of events

Influence of Using of Teaching Methods in English Language

The methods used in a language classroom are crucial. As has been mentioned, English teachers have access to a variety of effective teaching strategies, particularly when teaching English as a second language. The grammar translation and audio-lingual methods, for example, appear to reject learning practices found in some cultures in favor of what is

considered a "Western" perspective. However, since both academic and audio-lingual learning styles are derived from Western educational traditions, there is no reason to consider them to be inherently more or less Western than communicative learning styles. In support, Hofstede (1980) believes that cultures that are more "collectivist" are more compatible with the audio-lingual style, since the teacher is an authoritarian who controls every move the students make. Despite their inherent desirability, the communicative teaching style only addresses a portion of the pertinent elements of second language acquisition. For instance, it offers no unique methods for teaching vocabulary or pronunciation, has little to do with speech processing or memory, and pays little attention to the opportunities that a learner's native tongue presents. Pair and group work are communicative style techniques that, when used with students who share the same first language, can result in frequent code switching between the first and second languages. This is something that should probably be developed methodically rather than being viewed as undesirable. The style frequently employs a structuralist grammar that is reminiscent of audio-lingualism when it comes to grammar usage. The rigorous demands of academic and audio-lingual teaching methods have

surely been lifted from the classroom by the more sophisticated ideas of communicative language teaching about what students should learn in general.

According to Murphy (2002), the grammar translation method is a teaching approach that facilitates students' independent practice speaking a foreign language. The report goes on to say that although the style does not explicitly practice language use, it does try to give students a foundation for language use when needed. According to the argument, a teaching strategy that works well for one set of students may not work as well for another; for example, a strategy that works well for students from one culture may not work as well for students from another. Since teaching is a more artistic than scientific endeavor, learning activities must be adaptable to each student, regardless of ability. The adaptability required to make English instruction efficient and fruitful is provided by the eclectic approach. To properly implement the eclectic method in the classroom, an English teacher must, however, be knowledgeable about the practices of other language teaching modalities. Furthermore, according to Azikiwe (1998), learning environments must be varied in order to offer students of various skill levels

a variety of opportunities. In order to effectively employ the eclectic method in the classroom, Azikiwe suggests that educators thoroughly research and comprehend a wide range of alternative teaching approaches.

Pedagogical Approaches to Teaching English Language in Nigerian Secondary Schools

The following pedagogical approaches are identified for their efficacy and efficiency in the teaching-learning process as well as for the successful academic performance of secondary school students in the English language.

1. Lecture Method

This approach is teacher-centered. It is frequently utilized by students at higher education institutions. The approach enables teachers to read prepared notes from the start of the lesson to the end, typically in one to two hours, and is used in classrooms with high population explosion and overcrowding. It is believed that there is only one way communication between teachers and students because the teachers do not engage the students in conversation. The interpersonal relationship between teachers and students is not accommodated by the method. The approach does not account for the unique differences among students. There is not enough

space for a high-quality assessment due to the large student population. Perhaps the students are unfamiliar to the teachers. For secondary school English language instruction, it is not advised that teachers employ this method. This is a result of the active and proactive orientation required by the English language teaching and learning process in secondary schools. The lecture approach to teaching English language is, however, contradicted by the lack of use of the practical and activity-oriented methods.

2. Child-Centredness Approach

With this method, teachers can let the students take charge of the lesson while they are still learning. In the lesson, the students participate actively. According to Anyebe (2017), conducting questioning discussions, dramatization groups, demonstrations, and educational trips are some of the most effective ways to improve the child-centered approach. Nonetheless, the approaches have a significant impact on how well English language is taught in secondary schools. When using the questioning method, the teacher asks questions and lets the students respond. As a result, when there are differences, the teachers correct the students. According to Aje (2006), teaching oral English literature and pronunciation in English can greatly

benefit from the questioning method. Nonetheless, the author characterizes the technique as an effective child-centered approach; additional techniques include group methods and dramatization of demonstrative concepts. The author claims that these techniques are applicable to the successful teaching of drama, syntax, composition prose, and pronunciation in spoken English. It should be mentioned, though, that secondary schools in Nigeria recognize the value of the child-centered approach to English language instruction. Students' mind mapping and concept development are thus enhanced by the methods.

3. Process Approach

According to Bitrus (2015) and Langan (2015), the method helps students produce compositions that are thorough, logical, and cohesive. The teacher can plan the lesson using the process approach, and after going over the plan and the processes involved, the factors enable the students to follow the same instruction. It is frequently used in language labs to instruct students in various facets of the curriculum.

Problems Affecting Pedagogical Approach in English Language Teaching in Nigeria

- 1. Environmental Factor:** The term "learning environment" here refers to the areas of a school that are intended to positively impact children, both inside and outside of the building. However, in today's Nigerian context, the educational setting does not support students' English language acquisition. However, in today's Nigerian context, the educational setting does not support students' English language acquisition. Speaking in their native tongue is preferred by many, or at best, they will speak in broken English. (Christopher, 2008).
- 2. Low Self Esteem in English Language Learning:** A lot of people who are learning English struggle with their self-esteem, which has an impact on how well they learn and use the language (Jowitt, 2008).
- 3. Overcrowded Class Size:** Educational experts such as Asaju (2014) have noted that Nigerian students face challenges in learning English as a result of the overcrowding in their classrooms. Studying in private schools yields higher exam scores than studying in public schools, according to Takwate (2009). This is due to the overcrowding of pupils in public school classrooms and the inadequate infrastructure of these institutions. According to the Federal Republic of Nigeria

(2013), the teacher-to-student ratio in primary and junior secondary schools should be 1:35, while in senior secondary schools it should be 1:40. However, it is typically observed that, even during English lessons, the average teacher-to-student ratio in primary and secondary schools is 1:60 and 1:100, respectively. The learners are prevented from accurately learning the language by this unsightly congestion, and the teachers are unable to use the proper methods when instructing the students. (Ijaiya, 2007).

- 4. Insufficient Facilities:** The majority of schools in Nigeria do not have the basic infrastructure that can enhance language learning in the classroom, such as bas buildings, workshops for furniture, electricity, and internet access. If they do, the facilities might not be sufficient for every school. According to Asaju (2014), the majority of secondary schools in Nigeria lack the aforementioned facilities, which are either nearly nonexistent or in poor condition. Certain classrooms lack adequate roofing, which results in water spilling onto students during the wet season. The lack of power and shortage caused the electrical devices in the language lab to stop working. However, the issue has an

impact on the pedagogical strategy that should be used to help English language learners learn the language.

5. Students' Attitude Towards English Language Learning: Teachers frequently express their concern about Nigerian students' enthusiasm for the language. Children from Nigeria are deficient in English because of their negative attitudes toward learning and speaking the language. Many students pay insufficient attention to the rules governing language usage in spoken and written contexts. Furthermore, one-on-one instruction in subjects other than English has been observed to be given to students. Their primary areas of weakness are essay writing and pronunciation in English. A significant number of students' attitudes are influenced by their culture. Their ethnic intonations have an impact on the traditional pronunciations. Thus, the application of diverse pedagogical strategies had an impact (Ogundele, Ajayi, and Tafuja 2016).

6. Limited Language Laboratory Access: It is rare to find a language laboratory in Nigerian elementary or secondary education institutions. English language labs can assist students in accurately identifying

English speech sounds and in putting what they have learned about the language's sound system into practice. Nigerian language learners are expected to have access to language laboratories in their schools in order to experience or be exposed to a native-like or first language learning environment, as they primarily reside in a second language learning environment. (Mustapha, 2016).

- 7. Inadequate Teacher Capacity Building:** Teachers in Nigerian secondary schools are not receiving enough training to adapt to modern pedagogical changes in the English language teaching and learning process.
- 8. Diverse English Language Content to Be Learned:** People utilize various dialects of the modern English language in different parts of the world. These include, but are not limited to, British, American, Australian, Filipino, Sri-Lankan, Indian, Ghanaian, and Nigerian English (Alabi 2007). All of these Englishes are regarded as standard English, particularly within their respective fields. Both the British and American forms of the language are referred to as standard English, even though they are viewed as more standardized worldwide

(British Standard English and American Standard English respectively). Considering these, Nigerian students must learn and use three distinct varieties of Standard English, all of which can be somewhat confusing to young learners. This is due to Nigeria's adoption of British English as the national language. Nonetheless, American growth and influence in international politics, economics, science, and technology encourage Nigerian students to study and speak American English. Nevertheless, the Nigerian Variety of English, or Nigerian English, must be learned and used even formally. There are many linguistic points, which are variations in phonetics, grammar, lexicon, semantics, and culture, among these three varieties. These variations in the symbolic and content matter influence the pedagogical strategies to be employed (Madubi 2007).

Summary of Reviewed Literature

The study began by foregrounding the concept of language teaching methods by citing relevant authors. It went further to discuss all the major approaches and methods used in teaching English as a second language in Nigeria. It highlighted the main features, advantages and disadvantages of

each of the methods. The researcher went on to expound on the influence of using teaching methods in teaching English Language. Furthermore, reviewing major authorities, pedagogical approaches to teaching English Language in Nigerian secondary schools were discussed extensively. Finally, the researcher explained the problems affecting pedagogical approach in English Language teaching in Nigeria.

CHAPTER THREE

METHODOLOGY

This chapter presents the methods and procedures that the researcher employed in carrying out this study. They are as follow:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of Instrument
- Reliability of Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study is the descriptive survey research design. The descriptive survey design involves observing and collecting data on a given topic without manipulating variables. This design is considered suitable for this study as it helped to collect data which helped investigate the influence of language teaching methods on the performance

of public secondary school students in Egor Local Government Area of Benin City

Population of the Study

The population for the study comprised of all English Language teachers in the thirteen (13) junior and senior public secondary schools in Egor Local Government Area of Edo State.

Sample and Sampling Technique

The sample size was made up of 60 English Language teachers selected with the aid of the purposive sampling technique from eight (8) junior and senior secondary schools in Egor Local Government Area of Benin City. This amounts to fifty percent (50%) of the thirteen public secondary schools in the Local Government Area.

Research Instrument

This study utilized a well-structured and objective questionnaire called the "Influence of English Language Teaching Methods on Students' Academic Performance Questionnaire" (IELTMSAPQ). The questionnaire was structured in two sections: Section A and Section B. The first section collects the demographic data of the teachers, while the second section

elicits information about the influence of English language teaching methods on students' performance in English Language in Egor Local Government Area, Edo State. The responses will be rated on a modified Likert 4-point rating scale: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1).

Validity of Instrument

To ensure the validity of the research instrument, the instrument was submitted to the researcher's supervisor and two other experts in the Department of Educational Foundations, Faculty of Education, University of Benin, who reviewed it for clarity, relevance to the research objectives, and appropriate coverage of the intended content. Their feedback ensured the instrument accurately measured the desired information. Following revisions, corrections and approval, the instrument was ready for data collection.

Reliability of the Instrument

Reliability test was carried out on the research instrument in order to ascertain the degree to which the Instrument yielded consistent result. Twenty (20) copies of the questionnaire were administered to respondents who were not part of the sample but part of the population. The data was

collected and Cronbach's Alpha was used to measure the consistency as it calculates all the variables on the instrument. A reliability coefficient of 0.71 was obtained.

Method of Data Collection

In collecting data for this research, the researcher administered the instrument for this study to all the sampled respondents. The questionnaire consisted of the questions related to the study only. Upon answering the questionnaires, the researcher retrieved all the copies from the respondents and proceeded for data analysis.

Method of Data Analysis

Data collected from the research questions was analyzed using descriptive statistics (percentage, frequency, mean and standard deviation) in order to present the data meaningfully.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the results obtained from the analysis of data using the statistical procedures discussed earlier in chapter three. The analysis of the data is presented in two sections, the first section deals with the presentation of results and the second section presents the discussion of findings.

Presentation of Results

Research Question One: What language teaching methods are used by English secondary school teachers in Egor Local Government Area, Benn City?

Table 1: Mean and standard deviation on the teaching methods used by English secondary school teachers in Egor Local Government Area, Benn City

S/N	ITEMS	SA	A	D	SD	Mean	Std. D.	Decision
1.	The audio-lingual method	30	18	12	0	3.3000	.78762	Agree
2.	The communicative language teaching method	36	24	0	0	3.6000	.49403	Agree
3.	The grammar translation method	18	30	0	0	3.3750	.48925	Agree
4.	The aural-aural method	6	30	12	0	2.8750	.60582	Disagree
5.	Cognitive-code learning method	30	24	6	0	3.4000	.66892	Agree
6.	The play way method	30	24	6	0	3.3000	.90760	Agree
7.	The eclectic method	6	24	24	0	2.6667	.67293	Disagree

Source: Researcher's Field Survey, 2024

Note: N = 60. SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree. Weighted average = $22.6/7 = 3.23$

Table 1 shows the teaching methods used by English secondary school teachers in Egor Local Government Area, Benn City. The respondents agreed on items 1, 2, 3, 5 and 6 of the respective mean scores 3.3, 3.6, 3.37, 3.4 and 3.3. That is, the following items are the methods they adopt to teach English Language as appropriate. The respondents disagreed on items 4 and 7 of the respective mean scores 2.88 and 2.67. The highest item on the table is item 2 with 3.6 mean score, therefore, the most used teaching method the respondents use to teach English Language is the communicative language teaching method. The least item on the table is item 7. The weighted average of the table is 3.23, which indicates that the English Language teachers in Egor LGA make use of teaching methods in their classes.

Research Question Two: What is the level of variation in language teaching methods among English teachers in public secondary schools in Egor Local Government Area, Benn City?

Table 2: Mean and standard deviation on the level of variation in language teaching methods among English teachers in public secondary schools in Egor Local Government Area, Benn City

S/N	ITEMS	SA	A	D	SD	Mean	Std. D.	Decision
8.	I use only one method while teaching a particular lesson.	6	24	6	24	2.2000	1.08612	Disagree
9.	There is no need to use more than one method to teach a particular lesson.	18	24	6	12	2.8000	1.08612	Disagree
10.	I switch to another method while teaching.	24	12	12	12	2.8000	1.17603	Disagree
11.	I use two or more methods while teaching a lesson.	30	24	0	6	3.3000	.90760	Agree
12.	Two methods are enough to teach any lesson.	12	18	24	6	2.6000	.92425	Disagree
13.	The methods I use in teaching depends on the topic I am teaching.	36	18	0	6	3.4000	.92425	Agree
14.	I restrict myself to particular methods when teaching particular topics.	12	24	18	6	2.7000	.90760	Agree
15.	There is no specific number of methods for any particular lesson.	24	18	18	0	3.1000	.83767	Agree

Source: Researcher's Field Survey, 2024

Note: N = 60. SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree. Weighted average = $\frac{22.9}{8} = 2.86$

Table 2 shows the level of variation in language teaching methods among English teachers in public secondary schools in Egor Local Government Area, Benn City. The respondents agreed on items 11, 13, 14 and 15 of the respective mean scores 3.3, 3.4, 2.7 and 3.1. The respondents disagreed on items 8, 9, 10 and 12 of the respective mean scores 2.2, 2.8, 2.8 and 2.6. The

highest item on the table is item 13 with 3.4 mean score. The least item on the table is item 8 with the mean score 2.2. The weighted average of the table is 2.86, which indicates the level of variation in language teaching methods among English teachers in public secondary schools in Egor Local Government Area, Benn City.

Research Question Three: What effect do language teaching methods have on the performance of secondary school students in Egor Local Government Area, Benin City?

Table 3: Mean and standard deviation on the effect language teaching methods has on the performance of secondary school students in Egor Local Government Area, Benin City

S/N	ITEMS	SA	A	D	SD	Mean	Std. D.	Decision
16.	Students taught with only one method perform better in examinations.	12	0	36	12	2.2000	.98806	Disagree
17.	The grades of students taught with diverse teaching methods are often better than those of students taught with only one method.	24	18	12	6	3.0000	1.00844	Agree
18.	The performance of students does not depend on the methods used to teach them.	12	12	18	18	2.3000	1.10928	Agree
19.	Students taught with only one method perform poorly.	6	6	30	18	2.0000	.90198	Disagree
20.	There is no difference in the performance of students taught with teaching methods and those taught without them.	12	6	24	18	2.2000	1.08612	Disagree
21.	Students taught without teaching methods perform better than those taught with teaching method.		24	12	24	2.0000	.90198	Disagree

Source: Researcher's Field Survey, 2024

Note: N = 60. SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree.

Weighted average = $13.7/6 = 2.3$

Table 3 shows the effect language teaching methods has on the performance of secondary school students in Egor Local Government Area, Benin City.

The respondents agreed on items 17 and 18 of the respective mean scores 3.0 and 2.3. The respondents disagreed on items 16, 19, 20 and 21 of the

respective mean scores 2.2, 2.0, 2.2 and 2.0. The highest item on the table is item 17 with 3.0 mean score. The least items on the table are items 19 and 21 with the same mean score 2.0. The weighted average of the table is 2.3, which is less than 2.5. This indicates the respondents do not perceive that language teaching method does not have effect on the performance of secondary school students in Egor Local Government Area, Benin City.

Discussion of Findings

The first research question asked about the various approaches to language instruction that English teachers use in secondary schools in Southeast Nigeria. Item 2, with a mean score of 3.6, was the most widely accepted method of teaching languages among all the approaches that were presented. It can be inferred that most English language teachers in Benin City's Egor Local Government Area teach the language through communicative methods. There were also other approaches discussed, including the play-way method, aural-aural method, grammar translation method, audio-lingual method, and cognitive code learning theory. Significantly, since every item had a mean score of more than 2.5, the

respondents did not reject or disagree with any of the teaching strategies. The weighted average of Table 1 indicates that there was disagreement among the respondents regarding the aural-aural and eclectic teaching methods. The items' mean scores are lower than the table's weighted average. As can be seen from the above, even though secondary school English teachers in Benin City's Egor Local Government Area have access to a variety of language teaching techniques, many of them prefer to use only eclectic and aural-aural teaching methods. English teachers are expected to know exactly which teaching strategies work best in the classroom given the diversity and complexity of their students in order to accomplish their objectives.

The second study inquiry centered on whether English teachers in secondary schools located in Benin City's Egor Local Government Area alter their instructional strategies. The majority of the teachers sampled, according to the data, are not in agreement about employing a single teaching method. The majority of them also believe that teaching a given lesson requires the use of multiple methods. This contradicts the findings of Nwani-Grace & Onwe (2022), who found that teachers do not adapt their

methods to fit the needs when they use any kind of method at all. Put another way, the survey participants believe that using a variety of teaching strategies during a lesson is necessary to help the class reach its objectives. Furthermore, the educators assert that their teaching strategies are contingent upon the subject matter they are covering and that they limit their approach to specific techniques for specific subjects. Put another way, when choosing which language teaching techniques to employ in a classroom, consideration is given to the unique needs and personalities of the students.

Only two of the six items in table three's data on the impact of language teaching strategies on secondary school students' performance in Benin City's Egor Local Government Area were agreed upon, suggesting that the majority of the items were rejected. This is consistent with the research conducted by Nwani-Grace & Onwe (2022) regarding the impact of language instruction strategies on secondary school pupils' academic performance. Additionally, all of the respondents concurred that students who are taught a variety of teaching techniques typically receive higher grades than those who are taught a single technique. This is consistent with the findings of Wiggins (1987), who stated that rather than the

lecturer/teacher controlling the flow of information to students, interaction between the teacher and students during the teaching and learning process encourages the students to search for knowledge. However, the survey's results showed that language instruction strategies had little to no impact on students' academic achievement in secondary schools in Benin City's Egor Local Government Area.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

The study explored the influence of language teaching methods on the performance of public secondary school students in Egor Local Government Area of Benin City. The descriptive survey research design was adopted for the study. The analysis of data was done using frequency count, percentages, mean and standard deviation. To achieve the purpose of the study, three (3) research questions were raised to guide the study. Out of all the secondary school teachers students in Egor Local Government Area of Edo State, sixty (60) were chosen as the sample size for the study. A questionnaire was designed to elicit information from the respondents. The questionnaire was face validated by language experts in the department to determine appropriateness, clarity and suitability of the items. The Cronbach's Alpha reliability was used to ascertain the reliability of the instrument and a reliability coefficient of 0.71 was obtained.

Findings

The following is a summary of findings from the study:

- The majority of teachers in Benin City's Egor Local Government Area teach English primarily through the communicative language teaching method, out of all the available techniques.
- To accomplish their objectives in the classroom, teachers must use a variety of teaching strategies during a lesson. Stated differently, the choice of language teaching methods should take into account the individual needs and personalities of the students.
- The respondents do not feel there is great effect of language teaching methods on students' academic performance in secondary schools in Egor Local Government Area of Benin City.

Conclusion

The study evaluated how language teaching approaches were used and how they affected the English language proficiency of secondary school students in Benin City's Egor Local Government Area. It is shocking to learn that in spite of the English language's significance in Nigeria, inadequate efforts are taken to guarantee that the subject is taught in Nigerian

classrooms. Both qualified and unqualified teachers of English work hard to cover their syllabuses using whatever methods they can. By doing this, the outcome could be that the students pass too easily or fail miserably. This study found that assessing students' learning levels to determine the most effective teaching strategy is a good way to raise secondary school English language proficiency.

Recommendations

Based on the findings of the study, the following recommendations were made:

1. The study suggests that in order to guarantee that English teachers employ appropriate language teaching techniques in their lessons, rigorous oversight of academic activities in secondary schools in Benin City's Egor Local Government Area by both internal and external authorities is advised. Activities in schools will become chaotic if proper supervision is not provided.
2. It is necessary to arrange workshops for English teachers so they can stay current on both traditional and modern language teaching approaches while also refreshing their language teaching abilities.

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3. In order to help younger teachers develop on the job and use the appropriate language teaching techniques, mentoring programs for English teachers should be set up.

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APPENDICES

APPENDIX I

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

**INFLUENCE OF ENGLISH LANGUAGE TEACHING METHODS
ON STUDENTS' ACADEMIC PERFORMANCE QUESTIONNAIRE
(IELTMSAPQ)**

Dear Respondent,

Please read the following questionnaire items and mark the responses that accurately reflect your preference where applicable. Your responses will be kept strictly confidential and used solely for research purposes. Please do not

Thank you.

Yours faithfully,
Researcher

Instruction: Please tick only one option from the following items below.

SECTION A

Gender: Male (), Female ()

Class Teacher: JS1 (), JS2 (), JS3 (), SS1 (), SS2 (), SS3 ()

SECTION B

Keys to Responses: SA (Strongly Agree); A (Agree); D (Disagree); SD (Strongly Disagree)

S/N	Tick any one or more of the methods you use to teach English Language	SA	A	D	SD
1.	The audio-lingual method				
2.	The communicative language teaching method				
3.	The grammar translation method				
4.	The aural-aural method				
5.	Cognitive-code learning method				
6.	The play way method				
7.	The eclectic method				
	Level of variation of language teaching method by English Language teachers				
8.	I use only one method while teaching a particular lesson.				
9.	There is no need to use more than one method to teach a particular lesson.				
10.	I switch to another method while teaching.				
11.	I use two or more methods while teaching a lesson.				
12.	Two methods are enough to teach any lesson.				
13.	The methods I use in teaching depends on the topic I am teaching.				
14.	I restrict myself to particular methods when teaching particular topics.				

15.	There is no specific number of methods for any particular lesson.				
	Impact of language teaching methods used by English Language teachers				
16.	Students taught with only one method perform better in examinations.				
17.	The grades of students taught with diverse teaching methods are often better than those of students taught with only one method.				
18.	The performance of students does not depend on the methods used to teach them.				
19.	Students taught with only one method perform poorly.				
20.	There is no difference in the performance of students taught with teaching methods and those taught without them.				
21.	Students taught without teaching methods perform better than those taught with teaching method.				

APPENDIX II

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100
	Excluded ^a	0	00
	Total	20	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.707	21