

**THE EFFECTIVENESS OF DIFFERENT GRAMMAR TEACHING
APPROACHES AMONG SENIOR SECONDARY SCHOOL STUDENTS IN
EGOR LOCAL GOVERNMENT OF EDO STATE**

Rachael Folashade AKINNUSI

EDU2101933

**DEPARTMENT OF ADULT AND CONTINUING EDUCATION
FACULTY OF EDUCATION
UNIVERSITY OF BENIN,
BENIN CITY**

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BY

Racheal Folashade AKINNUSI

EDU2101933

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF
ADULT AND CONTINUING EDUCATION, FACULTY OF
EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL
FULFILLMENT FOR THE AWARD OF BACHELOR OF ARTS IN
EDUCATION (BA. ED) DEGREE IN ADULT EDUCATION
(ENGLISH AND LITERATURE)**

NOVEMBER 2025

APPROVAL

I, hereby certify that this study was carried out by Racheal Folashade AKINNUSI in **partial** fulfilment of the requirements for the award of the Bachelor of Arts (ed)ADULT EDUCATION/ ENGLISH AND LITERATURE.

PROF. (MRS) L.A OKUKPON

Date

(Project Supervisor)

CERTIFICATION

We the undersigned certify that the researcher work was carried out by **Racheal Folashade AKINNUSI** in the department of continuing education and developmental studies, Faculty of Education, University of Benin, Benin City. Nigeria. It is adequate in scope and quality for the partial fulfillment of the award of Bachelors of Arts (ed) Adult education/ English and Literature

.....

PROF. (MRS) L.A OKUKPON

AKERELE

(Project Supervisor)

.....

DR. (MRS) M.O

(Project Coordinator)

Date.....

Date.....

.....

DR. (MRS) ADESUWA

Head of department (HOD)

Date.....

DEDICATION

This project is dedicated to Almighty God for His love grace and mercy on me throughout my academic pursuit.

ACKNOWLEDGEMENTS

From the depth of the researcher's heart, she humbly expresses her profound gratitude to the Almighty God for His mercy, love, grace and strength for helping her to overcome the flood, rain, wind and enabling her to successfully complete this programme. She is also eternally grateful to God for His provision, throughout her study.

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ABSTRACT

This study was designed to analysis the effectiveness of different Grammar teaching approaches among senior secondary school students in Egor Local Government Area of Edo State. To achieve the purpose intended for the study, four research questions were raised to guide the study. The questions raised and examined include: To what extent does grammar translated teaching method improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State? To what extent does direct method of teaching grammar improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State? How does effectiveness of structural method of teaching influence students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State? To what extent does task-based learning method of teaching grammar improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?

The population of this study consists of one thousand eight hundred and sixty- three (1863) SS2 students from the twelve (12) public schools in Egor Local Government Area of Edo state. From the twelve (12) public schools, ten (10) schools are co-educational while two (2) schools are unitary. The sample size of this study will be two hundred (200) SS 2 students, which wasbe drawn from five (5) public schools in Ego Local

Government area of Edo state. The sample size consists of male and female students in SS 2. This study was adopted a multistage sampling technique. The stratified method is employed first to get the sex into strata. Five (5) schools were randomly selected from each stratum; a proportionate method will be used to pick Forty (40) students each from the selected schools based on their class levels and gender to ensure representativeness.

Findings from the study revealed that majority of the students claims they understood English grammar better when rules are explained in their native language. it was revealed that speaking and listening activities help me internalize grammar rules. It was revealed that repetition and drills in the structural method improve the student's grammar accuracy. It was discovered that the task-based method has improved the student's ability to use to use grammar in writing and speaking. It was recommended that educational stakeholders should collaborate with religious organizations to incorporate positive moral and ethical teachings such as discipline, honesty, and hard work into school programs. It was shown the Ministry of Education and school authorities should organize periodic seminars to sensitize teachers and students on the potential effects of religious beliefs on academic performance.

CHAPTER ONE

INTRODUCTION

Background to the Study

Grammar is the system or the rules of a language. David (2017) views grammar as the business of taking a language to pieces, to see how it works. In the same way, Penny (2022) thinks of grammar as agreed upon rules that explain how words are combined to produce acceptable meaningful language units. However, grammar in a broader sense is taken to mean an internal mental system a set of prescriptions of language forms a description of language behaviour the major structures of a language and finally rules for instructional and assessment purposes (Larsen-Freeman, (2019) grammar involves the correct use of language. It deals with what is grammatical and what is not grammatical and, therefore, should be avoided. A prescriptive grammar tells you how you should speak. It is a type of pedagogical grammar where the goal is to teach people how to use language in a proper or correct way.

Grammar forms the backbone of any language, providing learners with the structure to communicate ideas effectively. In the context of second language acquisition, grammar teaching has been a debated issue, with

educators adopting different approaches depending on their philosophies, learner needs, and learning environments. Traditional and modern methods of grammar instruction differ in focus, delivery, and outcomes.

The Grammar-Translation Method is one of the oldest approaches, rooted in the teaching of Latin and Greek. It emphasizes explicit grammar rules, memorization, and translation exercises. Students learn grammatical structures through direct explanation and apply them in translating sentences between their first and second language. Provides learners with strong awareness of grammatical rules and

The Direct Method emerged as a response to the limitations of GTM. It prioritizes teaching grammar inductively, where learners infer rules from examples provided in the target language. Instruction is conducted entirely in the second language, and grammar is taught implicitly through dialogues and conversations. Enhances fluency and communication skills, encourages thinking in the target language.

The Structural Approach emphasizes teaching grammatical structures in a systematic way. Language is viewed as a collection of patterns, and learners

practice these through drills, substitution tables, and repetition. Helps learners master common sentence patterns and achieve accuracy.

Communicative Language Teaching focuses on meaningful communication rather than explicit grammar teaching. Grammar is taught as a tool to facilitate interaction, often integrated within communicative tasks such as role-plays, discussions, or problem-solving activities. Develops fluency, promotes real-life use of grammar, and builds learner confidence.

Task-Based Learning is an extension of CLT that organizes instruction around authentic tasks (e.g., planning a trip, writing a letter). Grammar is taught in context as learners complete tasks, with focus on form introduced when needed. Encourages learners to use grammar in real-life contexts and enhances both fluency and accuracy.

In modern classrooms, many teachers adopt an Eclectic Approach, combining elements of different methods to suit learners' needs. For example, explicit grammar teaching may be used alongside communicative activities to balance accuracy and fluency.

Statement of the Problem

The ability to use grammar effectively is fundamental to mastering any language, particularly in the context of academic achievement and communication skills among senior secondary school students. Despite the recognized importance of grammar in language education, there remains a significant disparity in students' grammatical proficiency across different schools and regions. This variation is often influenced by the teaching approaches employed by educators. Various grammar teaching approaches, such as traditional grammar instruction, communicative language teaching, and task-based learning, have been implemented in classrooms. Each approach offers distinct methodologies, objectives, and outcomes, leading to varied levels of student engagement and understanding. However, there is limited empirical research that systematically investigates the effects of these different approaches on students' grammatical competence, confidence, and overall language proficiency. Hence this study therefore seeks to assess the effectiveness of different Grammar teaching approaches among senior secondary school students in Egor Local Government Area of Edo State.

Research Questions

The following questions were raised to guide the study.

1. To what extent does grammar translated teaching method improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?
2. To what extent does direct method of teaching grammar improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?
3. How does effectiveness of structural method of teaching influence students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?
4. To what extent does task-based learning method of teaching grammar improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?

Hypotheses

The following null hypotheses are raised from research question 1 and 2

Ho₁: There is no significant difference between grammar translated teaching method and improvement on students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State.

Ho₂: There is no significant difference between direct method of teaching grammar on the improvement of students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State.

Purpose of the Study

The purpose of this study is to analysis the effectiveness of different Grammar teaching approaches among senior secondary school students in Egor Local Government Area of Edo State. It also has the following specific aims.

- to determine the extent to which grammar translated teaching method improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State.
- to find out the extent to which direct method of teaching grammar improves students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State.
- to examine the how effectiveness of structural method of teaching influence students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?
- to find out the extent to which task-based learning method of teaching grammar improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State

Significance of the Study

The following people will benefit from the study students, schools, educational policy makers, future researchers and educators.

The different approaches to teaching grammar can influence students' engagement, understanding, and application of grammar rules in both their writing and verbal communication.

schools' principal may adopt specific curricula or teaching methodologies based on educational research, available resources, and institutional policies. They can provide opportunities for teachers to receive training in effective grammar instruction techniques and curricula.

The study will be of important to educational policy makers by helping them to make decisions can impact the overall approach to grammar education across schools, such as prioritizing certain teaching methodologies or funding professional development programs. They may set standards that necessitate assessments of students' grammar skills, influencing how teachers instruct these concepts.

The study will be useful to future researcher in helping them to evaluate and analyze various instructional methods (e.g., explicit grammar instruction, communicative approaches, technology-enhanced learning).

To educators in general-the findings of the study provide ideas on how to make their teaching profession an enjoyable one, rather than as a burden.

Furthermore, this study enhances the credibility of teaching, develops their teaching strategies to its positive state and improve their teaching capacity.

Scope and Delimitation of the Study

This study is restricted to assess the effectiveness of different Grammar teaching approaches among senior secondary school students in Egor Local Government Area of Edo State.

Operational Definition of Terms: These are explanation of words or concepts put forward to clarify their meanings as used in the literature.

Strategy. It refers to the technique, method by which the teacher employ.

Inductive method. A method of teaching in which the teacher starts from specific to general.

Deductive method. A method of teaching in which the teacher start from general to specific; complex to simple.

Demonstrative method. A method in which the teacher demonstrates the activities to be done to the learners.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literature of effectiveness of different Grammar teaching approaches among senior secondary school students.

- Concept of Grammar
- Meaning of Teaching
- Teaching Methods and Learning
- Extent to which the Grammar-Translation Method Improves Students' Grammar Mastery
- Direct Method (Dm) of Teaching Grammar
- Extent to which Task-Based Learning (TBL) Improve Students' Grammar Mastery
- The Effectiveness of the Structural Method of Teaching Grammar
- Summary of Reviewed Literature

Concept of Grammar

Grammar as a set of rules for choosing words and putting words together to make sense plays a significant role in language teaching. Grammar is in fact, fundamental to language. Without grammar, language does not exist. It is difficult for students to speak English well without learning English grammar. So, in the formal education, it is inevitable for teachers who teach foreign languages to teach grammar. This is the reason why the teaching of grammar continues to occupy a major place in language pedagogy. Thus, grammar teaching is an essential part of language teaching

because mastering grammar is the foundation in the proficiency of a language.

However, misconception occurs in which with the communicative approach introduced in Indonesia, many foreign language teachers gradually decrease the amount of grammar teaching. Grammar is considered not important to be taught. Meanwhile, extensive research on learning outcomes in French immersion programs by Swain and her colleagues showed that, the learners did not achieve accuracy in certain grammatical forms eventhough long-term exposure to meaningful input, (Lapkin, Hart, & Swain, 2019). This research suggested that to develop high levels of accuracy in the target language, some type of focus on grammatical forms was necessary. This means that communicative language teaching should not purely focus on meaning but also accommodate the need of forms. Besides, the 1980s hypothesis reveals that language can be learned without some degree of consciousness has been found theoretically problematic. Tomasello (2018) has presented his findings which indicate that language learners cannot process target language input for both meaning and form simultaneously. They need to notice target forms in input in order that they process input for

both meaning and specific forms, not either of them. Thus, noticing or awareness of target forms plays an important role in L2 learning.

Meaning of Teaching

Teaching strategies refer to the structure, system, method, techniques, procedures and processes that a teacher uses during instruction. These are strategies the teacher employs to assist students' Mopta (2022). Institutions of higher learning across the nation are responding to political, economic, social and technological pressures to be more responsive to students' needs and more concerned about how well students are prepared to assume future societal roles, Faculty are already feeling the pressure to lecture less, to making learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate. teacher is a person who helps students acquire knowledge, skills, or values through instruction. The term most commonly refers to a professional school instructor, but can also describe anyone who provides instruction in a particular subject or area of life, such as a mentor or an experienced person.

In its most common sense, a teacher is someone whose occupation is to teach others, especially children, and is responsible for delivering an educational program and assessing student performance.

Teaching has been variously seen as the art of instilling a sense of curiosity about one's world and in enhancing the skills necessary to perpetuate this curiosity. But Skinner (2022) sees teaching as an arrangement of contingencies of reinforcement. However, Eble (2006) defines teaching as the presence of mind and person and body in relation to another mind and person and body, a complex array of mental, spiritual and physical acts affecting others. Brookfield (2011) supports this characterization of the interactive nature of teaching by describing it as essentially a transactional encounter in which learners and teachers are engaged in a continual process of negotiation of priorities, methods, and evaluative criteria. Locke (2020) also speaks of teaching in terms of learner curiosity, and admonishes teachers to be particularly careful not to damage or inhibit its development. Pertinent in teaching and learning is the ability to apply skills to the art of teaching with an aim to motivate the learners (Butler 2010). A blend of skills

and art in teaching is also manifested in clearly structured lessons and manner of its presentation. Teaching method can therefore be seen as the active learning guidelines that discuss the benefits of active learning, as well as providing guidelines and sample activities that facilitate active learning (Yin 2023).

Extent to which the Grammar-Translation Method Improves Students' Grammar Mastery

The Grammar Translation Method (GTM) had a big influence in the mid-nineteenth century. GTM was established as the principal method to teach a second language (L2) in high school. Originally it was used to teach Greek and Latin but after many changes, it was replaced by English. Hence the historical background of grammar translation method is also known as the traditional or classical method. But here in our country, it is widely used to learn a second language so, teaching grammar school have a tremendous concern about any second language teaching process. Unfortunately, due to a considerable lack of adequate teaching methodology, student's achievement in Grammar always indicates a low level despite the great efforts provided by the teachers but the progress is still not satisfying. This situation requires

any good contribution to solve this obvious problem. A Grammar Translation Method is one of the most effective methods that focus on reading and translating the sentences which demonstrate grammatical rules to acquire English as a second language. According to Richards (2021) it aimed to know everything about anything more than the thing itself. In the Grammar Translation Method, grammar is taught deductively with a focus on rule memorization of grammatical structures and vocabulary. Larsen-Cunningham (2022) considered the Grammar Translation Method (GTM) a useful method for students learning a second language at all levels. Similarly, Damiani, (2023) stated in his study on Grammar Translation Method affirms that it is the best method to teach grammar and vocabulary and teacher believes that his/her students are learning while in any other method the teacher is not sure the students learn the language grammar is not language but it is an aspect of language that adds to language learning.

The grammar-translation method is one of the oldest formal methods used to teach foreign languages. Rooted in classical approaches to teaching Latin and Greek, grammar-translation method emphasizes explicit presentation of

grammatical rules, vocabulary lists, and translation drills between the target language and the learners' first language. Although modern language pedagogy has largely shifted toward communicative approaches, grammar-translation method remains used explicitly or implicitly in many classrooms where accuracy and reading/literary skills are prioritized.

Grammar-translation method effectiveness for grammar mastery are mixed but instructive. Several quasi-experimental and classroom action research projects report statistically significant gains in grammar test scores following grammar-translation method or translation-based instruction, particularly in controlled, exam-oriented contexts (secondary/tertiary learners). For example, classroom action research in Indonesian and other contexts found improved scores on tense, agreement, and sentence structure after cycles of translation-based activities. Systematic comparisons between grammar-translation method and communicative approaches often reveal a trade-off: grammar-translation method tends to produce higher immediate accuracy on discrete grammar tests, while communicative methods produce greater gains in fluency and communicative competence. Several comparative studies and

reviews conclude that Grammar-Translation Method accuracy gains make it effective for grammar mastery as measured by conventional tests, but they caution that such gains may not transfer to spontaneous spoken use. A 2023–2025 cluster of studies and reviews (open-access reports and classroom studies) reinforces this pattern: grammar-translation method (or translation-enhanced instruction) produced measurable improvement on written grammar assessments and controlled production tasks, especially among motivated older learners in formal educational settings. Given the evidence, grammar-translation method can be a valuable component in certain instructional contexts, if used intentionally it is used for targeted grammar instruction and exam preparation. When the instructional aim is declarative accuracy on written tests (e.g., grammar exams, translation tasks), grammar-translation method -style explicit instruction and translation exercises are effective. Teachers can use grammar-translation method techniques for short, focused modules to build firm knowledge of complex forms. Combine grammar-translation method with communicative practice. A balanced approach that combines Grammar-Translation Method explicit grammar teaching with communicative tasks helps learners both know the

rules and use them in real time. Several comparative studies recommend hybrid approaches that keep the accuracy benefits of grammar-translation method while training fluency and interaction. Adapt grammar-translation method for modern classrooms updates such as using authentic texts, integrating technology, and pairing translation with meaning-focused activities can preserve Grammar-Translation Method strengths while mitigating weaknesses. Recent practitioner literature describes “updated grammar-translation method” variants that reframe translation tasks as meaning-centered rather than solely form-focused.

Direct Method (Dm) of Teaching Grammar

This is an instructional approach that emphasizes teaching grammar implicitly through immersion, oral interaction, and inductive reasoning, rather than explicit grammar explanations in the learners’ native language. It encourages students to infer grammatical structures from real-life communication. The effectiveness of this method in improving students’ grammar mastery has been widely debated in applied linguistics and second language acquisition research. The core features of the direct method and

grammar learning inductive grammar teaching: Students learn grammar through examples and usage rather than formal rules (Richards & Rodgers, 2015). Emphasis on oral practice the method prioritizes speaking and listening activities, with grammar emerging naturally. Avoidance of translation grammar is internalized directly in the target language without relying on L1 (Freeman & Anderson, 2021). Extent of Improvement in Grammar Master suggests that the direct method can significantly enhance grammar mastery, but its effectiveness varies depending on learner context. Positive Effects Improved accuracy through practice since grammar is practiced in real-life communicative settings, students often demonstrate better long-term retention and accuracy (Nunan, 2015). Enhanced fluency and intuitive understanding learners gain a more intuitive grasp of grammatical structures because they are embedded in meaningful use (Harmer, 2015). Motivation and engagement the focus on interaction and communicative activities makes grammar learning more enjoyable, leading to higher mastery (Larsen-Freeman, 2020). The direct method improves students' grammar mastery primarily by fostering intuitive, communicative, and functional grammar use. Its extent of effectiveness is high in promoting

fluency and implicit knowledge, but moderate in addressing explicit grammatical accuracy required for exams and academic purposes. Thus, its impact is strongest in communicative settings, and it works best when blended with other methods.

Extent to which Task-Based Learning (TBL) Improve Students' Grammar Mastery

Traditional grammar teaching often uses explanation-practice-production sequences or isolated drills. Task-Based Learning reverses that order: learners perform meaningful tasks (e.g., problem solving, information gap) and language emerges as a resource to complete tasks; form-focused attention is negotiated as needed (Willis, 2016; Nunan, 2017). The question is not whether TBL can produce language learning it can but to what *extent* it improves grammar mastery compared with more form-focused approaches. Based, procedural knowledge. Improved communicative accuracy and complexity studies comparing task-based instruction with traditional grammar-translation often report gains in learners' ability to use target grammar in communication (Bygate, 2021). Tasks that require target forms (e.g., past-time storytelling to elicit past tenses) yield increased production

of these forms and sometimes improved accuracy on subsequent tests. Benefits from negotiation and feedback. Research shows that task interaction plus corrective feedback (recasts, prompts) leads to measurable learning of grammatical features, especially when pushed output occurs (Long, 2016). When teachers or peers provide recasts or prompts during tasks, learners often notice and incorporate the targeted structure. Procedural gains over declarative gains. TBL tends to produce stronger gains in learners' ability to use grammar communicatively (procedural knowledge) than in explicit grammar-rule test scores though both can improve when tasks are coupled with explicit focus-on-form (Fotos & Ellis, 2019). Task-Based Learning can substantially improve learners' grammar mastery particularly their ability to use grammatical forms accurately and fluently in meaningful communication. The greatest gains occur when tasks are carefully designed to elicit target structures, when learners experience pushed output and negotiation, and when teachers provide timely focus-on-form and corrective feedback. Task-Based Learning is less uniformly effective for highly abstract, low-salience grammatical features unless complemented with explicit instruction or consciousness-raising episodes.

The Effectiveness of the Structural Method of Teaching Grammar

Teaching methods play a critical role in shaping students' understanding, engagement, and retention of knowledge. Among the various approaches used in education, the structural method stands out as an instructional approach that emphasizes the systematic organization of knowledge and the interrelationship among ideas, concepts, and linguistic structures. This method is particularly prominent in language education but has also been applied in other subjects requiring pattern recognition and rule-based comprehension (Richards & Rodgers, 2015). The effectiveness of the structural method of teaching lies in its ability to develop learners' mastery through repetition, structure recognition, and rule application, leading to improved cognitive development, linguistic competence, and academic performance.

The structural method is especially effective in language teaching because it promotes systematic learning and gradual mastery. In contrast to communicative or discovery-based approaches that emphasize spontaneous use, the structural method ensures that students develop a firm foundation in

grammar, syntax, and sentence formation (Richards & Rodgers, 2015). Research by Nunan (2021) found that students taught through structured drills and pattern-based instruction demonstrated stronger grammatical accuracy and linguistic confidence than those taught through unstructured exposure.

Beyond language acquisition, the structural method supports cognitive development. By learning to identify and apply structures, students enhance their analytical and problem-solving skills. Cognitive psychologists argue that structural learning encourages schema formation the mental frameworks that help individuals organize and interpret information (Anderson, 2017). When students learn systematically, they are better able to transfer knowledge from one context to another. For example, understanding sentence structure in English may support understanding algebraic structures in mathematics, illustrating the method's cross-disciplinary benefits (Piaget, 2017).

Furthermore, repetition and reinforcement, central to the structural method, strengthen long-term memory retention. According to Baddeley (2012),

consistent repetition of structured material transfers information from short-term to long-term memory, increasing students' ability to recall learned material accurately. This is especially valuable in foundational education, where mastery of basic skills is essential for future academic success. One of the main advantages of the structural method is its clarity and organization. By presenting material in a logical, sequential order, teachers help students progress from simple to complex concepts. This scaffolding approach aligns with Vygotsky's (1978) theory of the Zone of Proximal Development, which suggests that learners benefit most when instruction builds upon what they already know.

The method also fosters accuracy and discipline in learning. Because students practice structures repeatedly until they master them, errors are minimized, and precision improves. This is particularly beneficial in language learning, mathematics, and the sciences, where small inaccuracies can lead to significant misunderstandings (Ellis, 2015).

Moreover, the structural method provides teachers with a clear framework for lesson planning and assessment. By breaking down content into

structural units, educators can monitor students' progress systematically and provide targeted feedback. Studies have shown that students in structured learning environments exhibit higher achievement and motivation due to clear expectations and measurable progress (Slavin, 2021).

The method also supports inclusive education by catering to students with varying learning abilities. Because the structural method emphasizes gradual learning and repetition, it benefits both fast and slow learners. Slow learners gain from repetition and reinforcement, while advanced learners can progress through increasingly complex structures (Richards & Rodgers, 2015).

Compared with communicative or constructivist teaching methods, the structural method emphasizes accuracy over fluency, which can be both a strength and a limitation. In language learning, for example, the communicative approach prioritizes interaction and meaning-making, while the structural method focuses on rule-based competence (Larsen-Freeman, 2021). Research by Harmer (2015) suggests that while communicative

methods enhance spontaneous language use, structural methods produce learners with a stronger command of grammar and syntax.

In English and science, the structural method's emphasis on systematic understanding often outperforms purely inquiry-based methods when teaching foundational skills. A study by Kirschner, Sweller, and Clark (2016) demonstrated that students exposed to guided and structured instruction retained information longer and performed better in problem-solving tasks than those taught through unguided discovery learning. This suggests that the structural method's step-by-step approach is particularly effective for novice learners who require clear guidance before developing independent learning skills. The structural method of teaching remains one of the most effective instructional approaches for developing students' foundational knowledge, accuracy, and cognitive skills. Its systematic and organized nature enables learners to grasp complex concepts through structured progression, reinforcement, and repetition. While critics highlight potential rigidity and the risk of rote learning, integrating the structural method with more communicative and experiential techniques can balance structure with

creativity. Ultimately, the effectiveness of the structural method depends on the teacher's ability to apply it flexibly, adapt it to learners' needs, and ensure that learning remains meaningful and engaging. As education continues to evolve in the digital age, the structural method's principles of systematic organization, repetition, and reinforcement will continue to provide a strong foundation for effective teaching and learning.

Summary of Reviewed Literature

The Grammar-Translation Method improves students' grammar mastery to a measurable extent particularly for declarative knowledge, written accuracy, and test performance—because of its explicit rule teaching, focused practice, and L1 mediation. Evidence from classroom studies supports GTM's effectiveness in raising grammar test scores, especially in formal, exam-oriented contexts. However, GTM's gains are task-specific: they transfer best to written and controlled tasks and far less reliably to spontaneous spoken use. For contemporary pedagogy the prudent stance is pragmatic: retain GTM techniques where accuracy and explicit knowledge are desired, but combine them with communicative activities to ensure learners can use grammar in real communicative contexts.

The Direct Method improves students' grammar mastery primarily by fostering intuitive, communicative, and functional grammar use. Its extent of effectiveness is high in promoting fluency and implicit knowledge, but moderate in addressing explicit grammatical accuracy required for exams and academic purposes. Thus, its impact is strongest in communicative settings, and it works best when blended with other methods.

Task-Based Learning can substantially improve learners' grammar mastery particularly their ability to use grammatical forms accurately and fluently in meaningful communication. The greatest gains occur when tasks are carefully designed to elicit target structures, when learners experience pushed output and negotiation, and when teachers provide timely focus-on-form and corrective feedback in short task-Based Learning improves grammar mastery to a significant extent, but its effectiveness hinges on implementation. Teachers who simply replace explanation with unchecked tasks may see limited accuracy gains; teachers who integrate targeted FFEs, well-aligned tasks, and feedback are most likely to achieve robust, lasting improvements in students' grammatical competence.

Task-Based Learning can substantially improve learners' grammar mastery particularly their ability to use grammatical forms accurately and fluently in meaningful communication. The greatest gains occur when tasks are carefully designed to elicit target structures, when learners experience pushed output and negotiation, and when teachers provide timely focus-on-form and corrective feedback in short task-Based

Learning improves grammar mastery to a significant extent, but its effectiveness hinges on implementation. Teachers who simply replace explanation with unchecked tasks may see limited accuracy gains; teachers who integrate targeted FFEs, well-aligned tasks, and feedback are most likely to achieve robust, lasting improvements in students' grammatical competence.

CHAPTER THREE

METHODOLOGY

In this chapter, the methods that employed in carrying out this study are discussed under the following sub-headings:

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

- Method of Data Analysis

Design of the Study

The survey research design adopted in this study. This design was adopted and considered appropriate because it describes the variable of the Study in relation to the population without any manipulation.

Population of the Study

The population of this study consists of one thousand eight hundred and sixty- three (1863) SS2 students from the twelve (12) public schools in Egor Local Government Area of Edo state. From the twelve (12) public schools, ten (10) schools are co-educational while two (2) schools are unitary.

Table 1: Distribution Showing the Number of Public Secondary Schools and Students in Egor Local Government Area of Edo State

| S, N | NAMES OF SCHOOLS | MALE | FEMALE | TOTAL |
|-------------|---------------------------|-------------|---------------|--------------|
| 1. | ASOROS/S/S, B/C | 155 | 182 | 337 |
| 2. | EDO BOYS H/S/S, EGOR, B/C | 160 | | 160 |

| | | | | |
|-----|------------------------|------------|-------------|-------------|
| 3. | EGOR S/S, EGOR B/C | 144 | 177 | 321 |
| 4. | EVBAREKE S/S, B/C | 80 | 74 | 154 |
| 5. | EVBUOTUBU S/S, B/C | 66 | 66 | 132 |
| 6. | EWEKAS/S/S, B/C | 25 | 21 | 46 |
| 7. | IYوبا GIRLS S/S/S, B/C | | 138 | 138 |
| 8. | OHONRE S/S/S, B/C | 18 | 57 | 75 |
| 9. | OKHOKHUGBO S/S/S, B/C | 47 | 47 | 94 |
| 10. | USE S/S/S, B/C | 56 | 120 | 176 |
| 11. | USELUS/S/S, B/C | 57 | 73 | 130 |
| 12. | UWELU S/S/S, B/C | 36 | 64 | 100 |
| 13. | TOTAL | 844 | 1019 | 1863 |

Source: *Edo State Ministry of Education, Department of Planning and Statistics, Iyaro, Benin City (2025)*

Sample and Sampling Technique

The sample size of this study was hundred (200) SS 2 students, which was drawn from five (5) public schools in Ego Local Government area of Edo state. The sample size consists of male and female students in SS 2.

This study will adopt a multistage sampling technique. The stratified method is employed first to get the sex into strata. Five (5) schools will be randomly selected from each stratum; a proportionate method will be used to pick Forty (40) students each from the selected schools based on their class levels and gender to ensure representativeness. This technique was considered appropriate because it allows the researcher to make reliable and informed conclusions by confirming that each respective subclass has been adequately represented in the selected sample.

Research Instrument

Questionnaire was used as the instrument of data collection. The questionnaire is titled “effectiveness of different Grammar teaching approaches among senior secondary school students. It is made up of two sections A and B. Section A was designed to collect demographic data including students’ sex, age and class. Section B has 20 items that was be used to collect information on students' level of social media addiction and the depression level of addicted students to social media. Each item on the questionnaire requires the respondent to express their option under 4point scale of Strongly Agree [SA] = 4, Agree [A] = 3, Disagree [D]= 2, and Strongly Disagree [SD] = 1.

Validity of the Instrument

To establish the validity of the instrument, the instrument was given to three experts in the Department of Adult and Non Formal Education. The three experts validate effectiveness of different Grammar teaching approaches among senior secondary school students. They will scrutinize the items; all

their suggestions and corrections will be incorporated in the final copies of the instrument.

Reliability of the Instrument

The reliability of the instrument was determined by administering the questionnaire to 20 students who are not part of the sampled schools, data collected was subjected to Cronbach Alpha method to obtain the internal consistency reliability coefficient of 0.71.

Method of Data Collection

The instrument will be presented to students in their various schools; the researcher will take permission from the school principal and the class teacher before administering the questionnaire to the students. The researcher briefly explained the content of the questionnaire to the students before presenting it to them and assures the students of the confidentiality of the information they will give thereafter, the researcher will then collect the instruments after completion by the students.

Method of Data Analysis

This study will employ descriptive statistics such simple percentage, and mean in analysing the data obtained.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the presentation of results collected from the investigation. The findings are also discussed.

Question 1: To what extent does grammar translated teaching method improve students’ grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?

Table 4.1: Distribution of Responses on Grammar-Translation Method

| ITEMS | N | Mean Score | Remark |
|--|-----|------------|---------------|
| 1. I understand English grammar better when rules are explained in my native language. | 200 | 2.57 | Agreed |
| 2. Translating sentences from English to my native language helps me grasp grammatical structures. | 200 | 3.15 | Agreed |
| 3. Learning grammar through written exercises and rule memorization improves my grammar skills. | 200 | 2.79 | Agreed |
| 4. I find grammar-translation method effective for mastering complex grammar topics. | 200 | 3.28 | Agreed |
| 5. The grammar-translation method has helped me perform better in grammar tests. | 200 | 3.22 | Agreed |

Criterion Mean: 2.50

The data in Table 4.1 above shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were agreed. It was therefore revealed that majority of the students claims they understood English grammar better when rules are explained in their native language. It was shown that translating sentences from English to my native language helps me grasp grammatical structures. It was revealed that learning grammar through written exercises and rule memorization improves my grammar skills., it was discovered that the students claims that grammar-translation method is effective for mastering complex grammar topics., it was revealed that the grammar-translation method has helped the students to perform better in grammar tests.

Question 2: To what extent does direct method of teaching grammar improve students’ grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?

Table 4.1 Distribution of Responses on Direct Method of Teaching Grammar

| | ITEMS | N | Mean Score | Remark |
|----|---|-----|------------|--------|
| 1. | I learn grammar more effectively when English is used exclusively in the classroom. | 100 | 2.54 | Agreed |
| 2. | Speaking and listening activities help me internalize grammar rules. | 100 | 2.62 | Agreed |
| 3. | The direct method makes grammar learning more engaging and practical. | 100 | 2.59 | Agreed |
| 4. | I feel confident using grammar correctly in speech due to the direct method. | 100 | 3.25 | Agreed |

| | | | | |
|----|---|-----|------|---------------|
| 5. | The direct method has improved my ability to use grammar in everyday communication. | 100 | 3.24 | Agreed |
|----|---|-----|------|---------------|

Criterion Mean: 2.50

The data in Table 4.2 above shows that items 1, 2, 3, 4 and 5 met the mean score standard of 2.50 and, therefore, were all agreed. This, therefore, means the students learn grammar more effectively when English is used exclusively in the classroom., it was revealed that speaking and listening activities help me internalize grammar rules., It was discovered that the direct method makes grammar learning more engaging and practical., it was discovered that the students claims they felt more confident using grammar correctly in speech due to the direct method., It was shown The direct method has improved my ability to use grammar in everyday communication.

Question 3: How does effectiveness of structural method of teaching influence students’ grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?

Table 4.3 Distribution of Responses on Effectiveness of Structural Method of Teaching

| | ITEMS | N | Mean Score | Remark |
|----|---|-----|------------|---------------|
| 1. | Learning grammar through sentence patterns helps me understand its structure. | 200 | 2.64 | Agreed |
| 2. | Repetition and drills in the structural method improve | 200 | 2.88 | Agreed |

| | | | | |
|----|--|-----|------|---------------|
| | my grammar accuracy. | | | |
| 3. | The structural method helps me recognize and apply grammar rules consistently. | 200 | 3.41 | Agreed |
| 4. | I find it easier to construct correct sentences using the structural method. | 200 | 3.33 | Agreed |
| 5. | The structural method has enhanced my overall grammar proficiency. | 200 | 2.78 | Agreed |

Criterion Mean: 2.50 Grand Mean: 2.93

Source: Field Survey, 2024.

The data in Table 4.3 above shows that items 1, 2,3 ,4 and 5 met the mean score standard of 2.50 and, therefore, were all considered high. it can therefore be concluded that learning grammar through sentence patterns helps me understand its structure. It was revealed that repetition and drills in the structural method improve the student’s grammar accuracy. It was shown that the structural method helps the students recognize and apply grammar rules consistently. It was seen that the students claims that they found it easier to construct correct sentences using the structural method. It was discovered that the respondents claims that the structural method of teaching grammar has enhanced their overall grammar proficiency.

Question 4: To what extent does task-based learning method of teaching grammar improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?

Table 4: Distribution of Responses on Task-Based Learning Method of Teaching Grammar

| | ITEMS | N | Mean Score | Remark |
|---|---|-----|------------|--------|
| 1 | Performing tasks like role-plays and projects helps me apply grammar in real-life situations. | 200 | 2.64 | Agreed |
| 2 | I learn grammar better when it is integrated into meaningful tasks. | 200 | 3.32 | Agreed |
| 2 | Task-based learning makes grammar lessons more interactive and enjoyable. | 200 | 3.28 | Agreed |
| 4 | I retain grammar rules more effectively through task-based activities. | 200 | 2.78 | Agreed |
| 5 | The task-based method has improved my ability to use grammar in writing and speaking. | 200 | 2.71 | Agreed |

Source: Field Survey, 2025

The data in Table 4.5 above shows that items 1 and 4 met the mean score standard of 2.50 and, therefore, were all agreed. It was revealed that the

student claims that performing tasks like role-plays and projects helps they apply grammar in real-life situations. It was discovered that they the students learn grammar better when it is integrated into meaningful tasks., It was shown that the Task-based learning makes grammar lessons more interactive and enjoyable. It was revealed that they students retain grammar rules more effectively through task-based activities. It was discovered that the task-based method has improved the student’s ability to use to use grammar in writing and speaking.

Hypothesis 1: There is no significant difference between grammar translated teaching method and improvement on students’ grammar mastery among senior secondary school students in Egor Local Government Area of Edo State.

Table 4.5: t-test on the difference between grammar translated teaching method and improvement on students’ grammar mastery among senior secondary school students

| Variable | No Exp. | \bar{X} | SD | df | t-Cal. | t-Critical | Sig (2-tailed) | Decision |
|------------------------------------|---------|-----------|------|-----|--------|------------|----------------|----------------------|
| Grammar translated teaching method | 20 | 6.06 | 1.04 | 198 | .177 | 1.964 | .860 | H_{01} Rejected |
| Students’ grammar mastery | 200 | 6.09 | 1.12 | | | | | |

Table 5 shows that there is significant difference between grammar translated teaching method and improvement on students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State. The table shows that the calculated value is 0.177 while the critical value is 1.964 at 0.05 alpha level of significance. Therefore, the null hypothesis is rejected.

Hypothesis 2: There is no significant difference between direct method of teaching grammar on the improvement of students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State

Table 4.6: t-test on the difference between direct method of teaching grammar on the improvement of students' grammar mastery

| Variable | No Exp. | \bar{X} | SD | Df | t-Cal. | t-Critical | Sig (2-tailed) | Decision |
|-----------------------------------|---------|-----------|------|-----|--------|------------|----------------|-----------------------------|
| Direct method of teaching grammar | 20 | 7.01 | 1.19 | 198 | .286 | 1.964 | .771 | H ₀₁ Rejected |
| students' grammar mastery | 200 | 6.96 | 1.22 | | | | | |

Table 5 shows that there is significant difference between direct method of teaching grammar on the improvement of students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State. The Table shows that the calculated value is 0.286 while the critical value is 1.964 at 0.05 alpha level of significance. Therefore, the null hypothesis is rejected.

Discussion of Findings

From research question one it was therefore revealed that majority of the students claims they understood English grammar better when rules are explained in their native language. It was shown that translating sentences from English to my native language helps me grasp grammatical structures. It was revealed that learning grammar through written exercises and rule memorization improves my grammar skills., it was discovered that the students claims that grammar-translation method is effective for mastering complex grammar topics., it was revealed that the grammar-translation method has helped the students to perform better in grammar tests. This was in line with work of Larsen-Cunningham (2022) considered the Grammar

Translation Method (GTM) a useful method for students learning a second language at all levels.

From research question two it was shown that the students learn grammar more effectively when English is used exclusively in the classroom., it was revealed that speaking and listening activities help me internalize grammar rules., It was discovered that the direct method makes grammar learning more engaging and practical., it was discovered that the students claims they felt more confident using grammar correctly in speech due to the direct method., It was shown the direct method has improved my ability to use grammar in everyday communication. This was in accordance with work of (Larsen-Freeman, 2020). The direct method improves students' grammar mastery primarily by fostering intuitive, communicative, and functional grammar use. Its extent of effectiveness is high in promoting fluency and implicit knowledge.

From research question three it concluded that learning grammar through sentence patterns helps me understand its structure. It was revealed that repetition and drills in the structural method improve the student's grammar

accuracy. It was shown that the structural method helps the students recognize and apply grammar rules consistently. It was seen that the students claims that they found it easier to construct correct sentences using the structural method. It was discovered that the respondents claims that the structural method of teaching grammar has enhanced their overall grammar proficiency. This was supported by (Long, 2016) who shows that task interaction plus corrective feedback (recasts, prompts) leads to measurable learning of grammatical features, especially when pushed output occurs

From research question four it was revealed that the student claims that performing tasks like role-plays and projects helps they apply grammar in real-life situations. It was discovered that they the students learn grammar better when it is integrated into meaningful tasks., It was shown that the Task-based learning makes grammar lessons more interactive and enjoyable. It was revealed that they students retain grammar rules more effectively through task-based activities. It was discovered that the task-based method has improved the student's ability to use to use grammar in writing and speaking. This ws in line with work of Research by Nunan (2021) found that students taught through structured drills and pattern-based instruction

demonstrated stronger grammatical accuracy and linguistic confidence than those taught through unstructured exposure.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

In this chapter, the summary of the study is presented alongside the conclusion drawn from the analysis of data collected in the course of the study. The recommendations offered in relation to the findings of the study are also highlighted.

Summary

This study was designed to analysis the effectiveness of different Grammar teaching approaches among senior secondary school students in Egor Local Government Area of Edo State. To achieve the purpose intended for the study, four research questions were raised to guide the study. The questions raised and examined include: To what extent does grammar translated teaching method improve students' grammar mastery among

senior secondary school students in Egor Local Government Area of Edo State? To what extent does direct method of teaching grammar improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State? How does effectiveness of structural method of teaching influence students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State? To what extent does task-based learning method of teaching grammar improve students' grammar mastery among senior secondary school students in Egor Local Government Area of Edo State?

The population of this study consists of one thousand eight hundred and sixty-three (1863) SS2 students from the twelve (12) public schools in Egor Local Government Area of Edo state. From the twelve (12) public schools, ten (10) schools are co-educational while two (2) schools are unitary. The sample size of this study will be two hundred (200) SS 2 students, which was drawn from five (5) public schools in Ego Local Government area of Edo state. The sample size consists of male and female students in SS 2. This study was adopted a multistage sampling technique. The stratified

method is employed first to get the sex into strata. Five (5) schools were randomly selected from each stratum; a proportionate method will be used to pick Forty (40) students each from the selected schools based on their class levels and gender to ensure representativeness.

Findings

The findings from the study include:

It was therefore revealed that majority of the students claims they understood English grammar better when rules are explained in their native language. It was shown that translating sentences from English to my native language helps me grasp grammatical structures. It was revealed that learning grammar through written exercises and rule memorization improves my grammar skills., it was discovered that the students claims that grammar-translation method is effective for mastering complex grammar topics., it was revealed that the grammar-translation method has helped the students to perform better in grammar tests.

It was shown that the students learn grammar more effectively when English is used exclusively in the classroom., it was revealed that speaking and

listening activities help me internalize grammar rules., It was discovered that the direct method makes grammar learning more engaging and practical., it was discovered that the students claims they felt more confident using grammar correctly in speech due to the direct method., It was shown the direct method has improved my ability to use grammar in everyday communication.

It concluded that learning grammar through sentence patterns helps me understand its structure. It was revealed that repetition and drills in the structural method improve the student's grammar accuracy. It was shown that the structural method helps the students recognize and apply grammar rules consistently. It was seen that the students claims that they found it easier to construct correct sentences using the structural method. It was discovered that the respondents claims that the structural method of teaching grammar has enhanced their overall grammar proficiency.

It was revealed that the student claims that performing tasks like role-plays and projects helps they apply grammar in real-life situations. It was discovered that they the students learn grammar better when it is integrated

into meaningful tasks., It was shown that the Task-based learning makes grammar lessons more interactive and enjoyable. It was revealed that they students retain grammar rules more effectively through task-based activities. It was discovered that the task-based method has improved the student's ability to use to use grammar in writing and speaking.

Conclusion

Based on the findings made from data collected and analyzed, It was shown that translating sentences from English to my native language helps me grasp grammatical structures. It was revealed that learning grammar through written exercises and rule memorization improves my grammar skills. It was shown that the students learn grammar more effectively when English is used exclusively in the classroom., it was revealed that speaking and listening activities help me internalize grammar rules. It concluded that learning grammar through sentence patterns helps me understand its structure. It was revealed that repetition and drills in the structural method improve the student's grammar accuracy. It was shown that the structural method helps the students recognize and apply grammar rules consistently. It

was revealed that the student claims that performing tasks like role-plays and projects helps they apply grammar in real-life situations.

Recommendations

Based on the findings, the study recommends the following:

- Schools should encourage religious tolerance by integrating moral and civic education programs that promote respect for all faiths.
- Parents, teachers, and religious leaders should guide students to maintain a healthy balance between religious activities and academic responsibilities.
- Educational stakeholders should collaborate with religious organizations to incorporate positive moral and ethical teachings such as discipline, honesty, and hard work into school programs.
- The Ministry of Education and school authorities should organize periodic seminars to sensitize teachers and students on the potential effects of religious beliefs on academic performance.

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Appendix

DEPARTMENT OF ADULT AND NON-FORMAL EDUCATION

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

**EFFECTIVENESS OF DIFFERENT GRAMMAR TEACHING
APPROACHES AMONG SENIOR SECONDARY SCHOOL
STUDENTS IN EGOR LOCAL GOVERNMENT AREA OF EDO
STATE**

Dear Respondents,

The purpose of this questionnaire is purely designed on effectiveness of different Grammar teaching approaches among senior secondary school students". I humbly appeal for your maximum co-operation in responding honestly to the questions where necessary. All information given will be treated with utmost confidentiality.

Yours faithfully,

.....

Racheal

SECTION A Demographic Data

SEX: Male () Female ()

SEX: Male [] Female []

SECTION B

Instruction: To each statement, indicate your choice by (✓) in the given column

Key: SA –Strongly Agree, A- Agree, D- Disagree, SD –Strongly Disagree

| S/NO | ITEMS | SA | A | D | SD |
|------|---|----|---|---|----|
| | Grammar-Translation Method | | | | |
| 1. | I understand English grammar better when rules are explained in my native language. | | | | |
| 2. | Translating sentences from English to my native language helps me grasp grammatical structures. | | | | |
| 3. | Learning grammar through written exercises and rule memorization improves my grammar skills. | | | | |
| 4. | I find grammar-translation method effective for mastering complex grammar topics. | | | | |
| 5. | The grammar-translation method has helped me perform better in grammar tests. | | | | |
| | Direct Method of Teaching Grammar | | | | |
| 6. | I learn grammar more effectively when English is used exclusively in the classroom. | | | | |

| | | | | | |
|-----|---|--|--|--|--|
| 7. | Speaking and listening activities help me internalize grammar rules. | | | | |
| 8. | The direct method makes grammar learning more engaging and practical. | | | | |
| 9. | I feel confident using grammar correctly in speech due to the direct method. | | | | |
| 10. | The direct method has improved my ability to use grammar in everyday communication. | | | | |
| | Effectiveness Of Structural Method of Teaching | | | | |
| 11. | Learning grammar through sentence patterns helps me understand its structure. | | | | |
| 12. | Repetition and drills in the structural method improve my grammar accuracy. | | | | |
| 13. | The structural method helps me recognize and apply grammar rules consistently. | | | | |
| 14. | I find it easier to construct correct sentences using the structural method. | | | | |
| 15. | The structural method has enhanced my overall grammar proficiency. | | | | |
| | Task-Based Learning Method of Teaching Grammar | | | | |
| 16. | Performing tasks like role-plays and projects helps me apply grammar in real-life situations. | | | | |
| 17. | I learn grammar better when it is integrated into meaningful tasks. | | | | |
| 18. | Task-based learning makes grammar lessons more interactive and enjoyable. | | | | |
| 19. | I retain grammar rules more effectively through task-based activities. | | | | |
| 20. | The task-based method has improved my ability to use grammar in writing and speaking. | | | | |

