**INFLUENCE OF DIFFERENT METHODS OF TEACHING ENGLISH LANGUAGE ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN AWGU LOCAL GOVERNMENT AREA OF ENUGU STATE**

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**ENUGU STATE**

**JULY, 2018.**

**TITLE PAGE**

**INFLUENCE OF DIFFERENT METHODS OF TEACHING ENGLISH LANGUAGE ON ACADEMIC PERFORMANCE OF SENIOR SECONDARY SCHOOL STUDENTS IN AWGU LOCAL GOVERNMENT AREA OF ENUGU STATE**

**A PROJECT PRESNTED**

**BY**

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**U16/EDU/ELS/040**

**TO THE**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION OF THE PROGRAMME ENGLISH AND LITRARY STUDIES, IN THE FACULTY OF EDUCATION OF GODFREY OKOYE UNVERSITY,**

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**BEING A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF ARTS AND SOCIAL SCIENCES, FACULTY OF EDUCATION**

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**APPROVAL PAGE**

I, Udeinya, Lilian Amarachi, a student in the Department of Arts and Social Science Education (English and Literary Studies Education), in Faculty of Education with Registration Number U16/EDU/ELS/040 has satisfactorily completed the requirements for the award of Degree in Bachelor of Arts in Education (B.A.Ed). The work embodied in this project is original and has not, to the best of my knowledge, been submitted or presented elsewhere.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**External Examiner Date**

**DEDICATION**

This project is dedicated to Almighty God and My Parents for the love and caring

**ACKNOWLEDGEMENTS**

I express my profound gratitude to all those who contributed in one way of the other to the successful completion of this study.

First and foremost, my appreciation goes to God Almighty, who in His infinite mercies sustained me throughout the duration of this study.

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**ABSTRACT**

This research work focuses on Influence of different Methods of Teaching English Language on Academic Performance of Senior Secondary School Students in Awgu Local Government Area of Enugu State. Specifically, the researcher adopted survey design since the design seeks to find out the opinions of teachers on the influence of different methods of teaching English language on academic performance of senior secondary school students in Awgu LGA in Enugu State. The study was intended to introduce different methods of teaching English. The population size was one hundred and thirty five (135) English language teachers in Awgu LGA of Enugu State. The researcher had a sample size of fifty (50) respondents which comprises English language teachers. Ten English language teachers from senior classes were selected from each school of five. A questionnaire was the main instrument for data collection. The collected data were assembled into frequency tables and analyzed using simple percentage. Based on the findings, the researcher made the following recommendation: Government should train more teachers in order to specialize on handling different methods of teaching English. Teachers should be encouraged especially at the secondary level to form the habit of improvisation as part of their responsibilities. Parent should be involved in the aspect of the school needs, during the Parent Teachers Association meeting. The parent may be asked to donate funds for purchasing teaching resources.

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**CHAPTER ONE**

**INTRODUCTION**

**Background of the study**

 Education is a light that shows mankind the right direction to follow. The purpose of education is not just making a student literate but to add rationale thinking, knowledge and self-sufficiency. When there is willingness to change, there is hope for progression.

 English is the language of the people of England. It originated from the Jute, Angles and Saxon who are the early settlers in Britain. It is part of the Germanic branch of the Indo European language family. At the initial stage English was confined to British alone. Later, it grew within the British Empire as a prestigious core language among all other European languages in the upper classes of London, Oxford, Wales, Ireland, Scotland, Cambridge and England. It further developed and got to other people of the world. It spread to Asia, Germany, Africa and other continents as a native language or foreign languages

 In Nigeria, English language is a second language and an official language and also a lingual Franca. This means that it is the language of unit, communication, economy, national pride, low, press, trade and education. As the language of instruction, it is an essential prerequisite for an advancement and career succession in the country. It means a lot in the life and progress of a learner as it is a key subject with profound influence on all the school subjects.

The key elements of the course are designated to cover the four basic language skills, which are: Listening, Reading, Speaking and Writing.

 Teaching method of teaching is a proactive approach to improve or to integrate new teaching strategies and methods into a classroom. They are essential tools in the English language classroom. It improves the standard or quality of teaching, they allow student to interact with words, images, and ideas in ways that develop their abilities in reading, listening, speaking, viewing, thinking, writing and using media and technology.

 A primary motive of using teaching method in teaching English language is to encourage the students to engage more in the learning process. When students interact with teachers and peers they gain more practical experience and retain more information from a class.

One finds it difficult to speak or learn the second language. As Wilkins (1972:101) puts it the effort of the second language learner to make utterances in the language is influenced not only by the sound of his mother tongue, but also by his structures.

 Learning a second language needs some skills and components to be mastered. Among those skills and components, English language is one of the most crucial ones in language learning without which communication is not possible. Harmer (2001) argues that “if language structures makes up the skeleton of language, then it is English language that provides the vital organs and the flesh” (p. 24). Wilkins (1972) “Without grammar very little can be conveyed. But without English language nothing can be conveyed” (p.111, quotes in Lewis, 2000).

English language is a very important means to express our thoughts and feeling, either in spoken or written form. Indeed, neither literature nor language exists without English language. According to John (2010), he says that words are the bricks with which the poetry and the literature of the world have been built. It is mainly through using words that we compose and express our thoughts to others. We can tackle our own task through words. It shows words are powerful tools. Famous imperialist poet, Rudyard Kipling says that words are the most powerful drug used by mankind. Those who are rich in English language can speak and write English correctly. Therefore, the study of English language is at the center while learning a new language. English being a second language or foreign language, one needs to learn English language in the systematic way. In fact, without English language communication in a second or foreign language is not possible in a meaningful way. McCarthy (1990) argues:

‘No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 just cannot happen in any meaningful way'.

English language is needed for expressing meaning and in using the receptive (listening and reading) and the productive (speaking and writing) skills. It should be considered as an internal part of learning a foreign language since it leads the way to communication. Teachers are one of the main sources who can help their learners enrich and increase their English language. To do so, they employ wide variety of techniques for teaching English language.

 Method means different things to different people, but to teachers, methods means a set of teaching procedures to follow in delivering lessons. It could mean the avoidance of certain pitfalls inherent in a given procedure. The difference in the definitions of various methods of teaching you have come across lies essentially in the way materials to be taught are selected, graded, presented, repeated, and evaluated, by individual teachers. In other words, the similarities of different methods out weight their differences, in essence, all language teaching methods involve a special selection of materials, graduation of the materials selected, presentation of the materials, and evaluation of what has been presented to determine whether the goals were achieved. Selection is necessary because one cannot teach every aspect of the language at a time, so the teacher has to pick and choose what to teach in a lesson.

 There are many methods from which to pick and choose when preparing a lesson. Some methods could be effective for teaching some aspect of language, while ineffective for others. The language teachers have, therefore to evaluate the methods he wants to use before making use of them. The process of determining the effectiveness of a method has been formulated by Larsen-Freeman(1980).In the process the teacher determines his goals, and those of his learners, the nature of activities during the lesson, teacher/students interaction. Other things the teacher must determine about the methods to determine their effectiveness or otherwise include the feelings of the students, the language and language skills that are emphasized, and the role of mother tongue.

 Finally, the teachers determine also the handling of students’ errors and the best way to evaluate teaching-learning outcomes. The teachers of English have a task before them to make a choice of method to use. The essence of the principles and process of determining the effectiveness of the method is presented to enable the teacher to decide which method or a combination of methods to use for their lesson. The important thing is for the teacher to acquire the knowledge about these methods, their applications in day- to- day teaching is solely his responsibility. However they should not lose sight of the sole aim of learning English in Nigeria.

**Statement of the Problem**

There has been an alarming rate of students’ failure in English language in external examinations conducted by West African Examination Council (WAEC) and National Examination Council (NECO) in recent times. This trend has posed a serious concern to stakeholders in education industry. Nigeria is a country blessed with abundant human and materials resources; yet, there is nothing to show for it in terms of students’ academic performance.

However, many people including authorities of Ministry of Education were pointing accusing fingers to so many factors of which methods of instruction are very much involved. There are a lot of teaching methods used by instructors but the researcher wants to find out which of them will be found worthy. It is against this backdrop that this study is picked.

**Purpose of the study**

The main purpose of the study is to investigate the influence of different methods of teaching and learning of English language in Awgu local Government Area.

Specifically, the study intends:

1. to find the extent off the use of different methods in teaching and learning of English language.
2. to find ways teachers can improve on their use of different methods of teaching in Awgu Local Government Area.
3. to find out influence of gender in the use of different methods of teaching.

**Significance of the Study**

The study would be of importance to teachers of the English language, educational administrators, researchers and the public.

To teachers of the English language, the study would bring to light the various teaching methods in teaching English language. It will help them to improve in using teaching methods effectively in teaching since it affects students’ performance.

Educational administrators which include principals would appreciate the work because it would help them to know what goes on in the classrooms. They can easily correct the teachers during teaching and learning process to use the appropriate method of teaching since they are in position to do that.

Students and scholars who are engaged in research would find the work significant. It would serve as a reference material. The work would be of interest to the public for it would help them to know the important use of teaching methods in teaching.

The researcher believes that if the importances of teaching methods are identified and teachers improve in using them effectively, the relevant authority will help to promote its use in teaching and learning.

**Scope of the study**

The study was conducted among the teachers in some selected senior secondary schools in Awgu Local Government Area of Enugu state. The work was limited to finding out the influence of different methods in teaching and learning of English language.

The teachers were selected for the work because through the performance of the learners in class and beyond they can be able to identify the most suitable methods in teaching and learning the English language.

**Research Questions**

The following questions guided the study:

1. What is the extent of the use of different methods of teaching and learning of English language?
2. What are the ways teachers can improve on their use of different methods of teaching?
3. To what level does the use of different methods of teaching and learning of English affect male and female students?

**CHAPTER TWO**

**REVIEW OF RELATED LITERATURE**

1. Conceptual Framework
* Concept of English language
* Concept of teaching and learning
1. Theoretical Framework
* Diaget theory of learning or development
* Pavlov theory of learning
1. Empirical studies
2. Summary of literature review

**Conceptual Framework**

**Concept of English Language**

 Graves (2000, as cited in Taylor, 1990) defines English language as the entire stock of words belonging to a branch of knowledge or known by an individual. He also states that the lexicon of a language is its English language, which includes words and expressions. Krashen (1998, as cited in Herrel, 2004) extends Graves‘ definition further by stating that lexicon organizes the mental English language in a speaker‘s mind. An individual‘s mental lexicon is that person‘s knowledge of English language (Krashen, 1998, as cited in Herrel, 2004). Miller (1999, as cited in Zimmerman, 2007) states that English language is a set of words that are the basic building blocks used in the generation and understanding of sentences.

 According to Gardener (2009, as cited in Adger, 2002) English language is not only confined to the meaning of words but also includes how English language in a language is structured: how people use and store words and how they learn words and the relationship between words, phrases, categories of words and phrases (Graves, 2000, as cited in Taylor, 1990).

 Cummins (1999, as cited in Herrel, 2004) states that there are different types of English language:

**Reading English language:** This refers to all the words an individual can recognize when reading a text.

**Listening English language:** It refers to all the words an individual can recognize when listening to speech.

**Writing English language:** This includes all the words an individual can employ in writing.

**Speaking English language:** This includes all the words an individual can employ in writing.

**Speaking English language:** This refers to all the words an individual can use in speech.

 Lexicon also refers to a reference book containing an alphabetical list of words with information about them and can also refer to the mental faculty or power of vocal communication (McCarthy, 1990, as cited in Taylor, 1990). According to McCarthy (1990, as cited in Taylor, 1990) the role that mental lexicon plays in speech perception and production is a major topic in the field of psycholinguistics and neurolinguistics.

 Celce-Murcia and Larsen Freeman (1999) define lexicon as a mental inventory of words and a productive word derivational process. They also state that lexicon does not only comprise of single words but also of word compounds and multi-word phrases (Celce- Murcia and Larsen Freeman, 1999). According to Celce-Murcia and Larsen Freeman (1999) lexical units function at three levels: the level of the individual word, word compounds and co-occurrences and conventional multi-word phrases. Nations and Waring (2000, as cited in Adger, 2002) on the other hand, classify English language into three categories: high frequency words, general academic words and technical or specialized words.

 Academic comprehension improves when students know the meaning of words. Words are the building blocks of communication. When students have a great English language, the latter can improve all areas of communication, namely speaking, listening, reading and writing. Current models of reading in the English for Academic Purposes ESL class room consider English language knowledge an important source of variation in reading comprehension, because it affects higher level language processes such as grammatical processing, construction of schemata and text models (Adams and Collins, 1977 as cited in Zimmerman, 2007). When students have a higher academic English language development, they can tolerate a small proportion of unknown words in a text without disruption of comprehension and can even infer the meaning of those words from rich contexts.

 Without some knowledge of English language, neither language production nor language comprehension would be possible. Thus the growth of English language knowledge is one of the essential pre-requisites for language acquisition and this growth of English language knowledge can only be possible when teachers employ effective English language teaching and learning strategies which are the objectives of this research thesis.

 With the large deficits in second -language English language of ELLs, it is crucial that students in the English for academic purposes classroom to first have a semantic understanding of what academic English language is before they even learn it.

**What is Academic English language?**

 Academic English language is the language that is used by teachers and students for the purpose of acquiring new knowledge and skills which includes learning new information, describing abstract ideas and developing student‘s conceptual understanding (Chamot and O‘Malley, 2007 as cited in Herrel, 2004). Academic English language is used across all academic disciplines to teach about the content of the discipline; e.g. Students who study chemistry are required to know the chemistry concepts.

 According to Marzano (2004, as cited in Adger, 2002) academic English language includes general academic terms such as analyze, infer and conclusion. It enables students to understand the concepts and content taught in schools; it is critical for students to have a deep understanding of the content English language in order to understand the concepts expected throughout the content standards (Schmidt, 2005, as cited in Zwiers, 2008). Academic English language helps students to convey arguments and facilitate the presentation of ideas in a sophisticated manner. It prepares students for academic success by helping them preview, learn and practice English language from Academic Word Lists (Cummins, 2002, as cited in Zwiers, 2008).

 According to Cummins (2002, as cited in Zwiers, 2008) the main barrier to student comprehension of texts and lectures is low academic English language knowledge, due to the sub-technicality of the academic language. He points out that academic English language is based on more Latin and Greek roots than the daily spoken English English language. Cummins (2000, as cited in Zwiers, 2008) also states those academic lectures and texts use longer and more complex sentences than are used in spoken English. Cummins (2002, as cited in Zwiers, 2008) suggests that academic English language contributes to the development of Cognitive Academic Language Proficiency (CALP) in ELLs which enables them to apply the language, using abstractions in a sophisticated manner. It also enables them to think and use language as a tool for learning.

**Concept of Teaching and Learning**

According to Hall (2018), teaching needs to begin with the teacher. A teacher must be adaptable enough to relate to 20 strangers (at least) per class in a way that reaches each of them. They must have the courage of their conviction and the ability to communicate that in 20 different ways.

They must have the wisdom to understand the lies told in class are not personal, and patient enough to understand that a lot of learners do not want to be there (sometimes for a very good reason). They need to be sympathetic diplomatic with enough discipline to cut through crap where needed. They are also passionate experts in their chosen subject matter (English).

Brewer (2006) said that teaching is an art form. Furthermore, Brewer explained that, teaching is darling to think the things you have to say are important enough to make a difference in the life of someone else. Teaching is caring about the life successes and failures of many individuals at once and then convincing students that they should be caring and respectful as well.

Teaching is trying to be flexible enough in your approach to helping that you meet the needs of the most people at once, and then loving your other students (who did not ‘get’ something the first time) enough to try to meet their needs by another pathway.

Teaching is being willing to share personal experiences, and the stories of others, with students so they can learn from the teacher’s personal failures instead of feeling like everyone needs to learn all things of importance through the school of hard knocks.

Teaching is about sparking someone’s curiosity so they care about asking critical questions to learn something even if the questions are not directly related to the teacher’s subject matter. Teaching should demonstrate the real difficulties presented by some situations. Teachers should be willing to say, “This is hard”. People need to be problem solvers throughout their lives, so teaching has to involve the development of personal persistence otherwise the puzzled person will be inclined to just give up when the going gets rough.

**Learning**

Gardener Murphy (1968; 205) cited by Ruchika Nath (2008). “The term learning covers every modification in behavior to meet environment requirements”.

Woodworth (1945; 288) cited by Ruchika Nath (2008) said “any activity can be called learning so far as it develops the individual (in any respect, good or bad) and makes him alter behavior and experiences different from what that would otherwise have been”.

Kingsley and Garry (1957) cited (2008) stated that “learning is the process by which behavior (in the broader sense is organized or changes through practice or training”.

Robinson and Horrocks (1967) cited by Ruchika Nath (2008) “learning is an episode in which a motivated individual attempts to adapt his behavior so as to succeed in a situation which he perceives as requiring action to attain a goal”.

Crow and Crow (1073) cited by Ruchika Nath (2008) “learning is the acquisition of habits, knowledge and attitudes. It involves dew ways of doing things and it operates on an individual’s attempts to overcome obstacles or to adjust to new situation. It represents progressive changes in behavior. It enables him to satisfy interests to attain a goal”.

**Different methods of teaching English language**

 The Important Roles of the use of Teaching Methods in Teaching and Learning. How Teachers can improve their use of Teaching Methods to Raise students’ performance.

 The process therefore by which the teachers transmits what is what while from generation to generation could be simply termed methods, and there are indispensable part of teaching-learning process. The methods use in teaching language are not static but dynamic and thus changes as the aims of language learning changes. Furthermore, methods are influenced by quantity and quality of the teachers, availability of materials and resource, nature of external examination, socio-economic status of learners, and the status of the language(s).some of these methods are briefly discussed below.

Udeinya (2016), states that method of teaching is ways of delivering information from the teacher to the learner.

**1. THE GRAMMAR TRANSLATION METHOD**

 The grammar-translation method or as some people call it, the dead method, is not new, for it has been used by language teachers for many years and still being used now; so, it is not dead. it was first used in the teaching of classical language, Latin and Greek, and later for the purpose of helping students read and appreciate foreign language literature. It was believed that it is only through the study of grammar of a second language (L2)that students could become more familiar with the grammar of that second language; and that the familiarity of the language will help them speak and write the b language better. This idea arose from the fact that in this method (GTM)the grammar of the L2 is logically and systematically explained followed by rules, copious examples, words to be learned by heart, and translation exercises based on the portion of the grammar taught. In this method, learners learn also the L2 by parrot fashion; and also the mother tongue is used to explain grammar and ensure comprehension.

**FEATURES OF GRAMMAR-TRANSLAION METHOD**

 The features of GTM are that the teacher translates sentences, passages, words, sounds, etc. into the learner’s mother tongue in other to enable the student to understand. The teachers questions are also in L1,while on the other hand, the learners ask their own questions in the second language(L2).Coming to answering the student’s question, the teacher answers them in L1 always and rarely in L2.Furthermore,all the new words are translated from L2 toL1,while grammar rules of L2 are drummed into the heads of the student, and they are expected to apply the rules to gives examples. The rules are memorized and parroted. In short, every aspect of learning under GTM is memorised, vocabulary, tense, verb and grammar. The teacher asked student to regurgitate what has been committed to memory, and these sometimes serve as the evaluation.

**2: THE NATURAL OR DIRECT METHOD (DM)**

 At the end of the 19th century, the effectiveness of the grammar-translation method was in question and a new method of teaching a foreign language was advocated for. The new method was referred to as direct or natural method (DM).

 This technique, as its name implies, means the creation of the environment similar to that in which the child learns his mother tongue in the learning of L2.Language is therefore, taught the way the child required his or her mother tongue through trial and error in immersion situation,(Ubahakwa,2009:5) Language is therefore taught, through direct learning, without any attempt to translate to L1.This method is not new. Its features have been applied by language teachers for many years. Most recently, it was revived as a method when the goals of language learning became the ability to communicate in the acquired language. Moreover, when the GTM was no longer effective in preparing students to use the second language communicatively, the DM became popular.

 The DM has one very basic feature which is that no translation is allowed. In fact, the DM received its name from its basic feature that meaning should be connected directly with the second language without going through the process of translating into the mother tongue of the learner as the case in GTM.

**FEATURES AND INFLUENCES OF THE DIRECT METHOD**

 The main features of direct method are that L2 must be acquired naturally, speech proficiency rather than single disjointed written words as in the GTM, and third, direct association between the object and the word; fourth, instructions has to b in L2 and no translation into L1.In the DM, Webb(1974)states that grammar was to be learned inductively and not by study of a list of rules. Moreover, meaningful sentence is the significant unit rather than isolated words. Another feature is that correct pronunciation was highly important, Since DM is based on direct association between the object and the word the implications remains that real objects, pictures, charts, etc. are very important. The teacher uses instructional materials so as to create a vivid scene in the life of the learners which thus enables the learners to realize the objects, words or situation themselves.

 In the hand, while teaching reading in the second language, it should be taught from the beginning of language instruction. However, the reading skill will be developed through practice with speaking. Language in DM, is primarily speech .DM emphasizes therefore, the use of object, pictures or real objects to help the students understand meaning with little problems. Furthermore, the learners language should not be used in the classroom. When the students are confused the teacher should demonstrate or act out rather than explain in or translate into L1,it is desirable that students make a direct associated between L1 and the object taught. Students should learn to think in L2 as soon as possible, and acquisition of vocabulary should also be through the natural way, that is, by learning if in meaningful sentences rather than by memorizing word list and rules. Grammar should be taught inductively without explicit grammar rules given, while writing is an important skill that developed right from beginning of language learning. The lesson to be taught with DM should be made as real as possible, it should be based on situations, topics, etc.,

This method holds the learner close to the language he or she is learning, in the sense that he must learn the second language directly from the teacher who controls the language effectively without addition of any L1.

**3. AUDIO-LINGUAL METHOD (ALM)**

 Audio-lingual method was developed to help people learn foreign language rapidly. It was developed in the united state of America during the Second World War because of the exciting new ideas about language and learning from the descriptive linguists and the behavioral psychologists. This new method to second language learning is primarily the brainchild of structural linguists. It emphasized overt patterns of behavior of the learner to stimuli. This combination of habit-formation techniques became known as the audio lingual approach (Rivers,1980:47).This method, as earlier stated, come into use during the world war II for the training of soldiers. And its success in the army, it made it popular so much that the approach gradually became a technique in teaching second language.

 The principles of the audio-lingual method are emphasised on spoken language and the teaching of language as it is spoken by the native speakers. Other features include that the pattern adopted in the use of the approach is first and foremost listening, and then speaking, after which the learner are presented with graphic representation of what is being taught. Next is reading of materials that have been taught orally, paying attention to the correspondence of sounds and symbols. The reading text are gradually from simple to complex materials until the learner is able to read all sorts of materials. Translation into mother tongue is not in the dictionary of the teacher of a second language who is employing the audio-lingual approach. The reason is that:

*The objective of the audio-lingual approach is to provide student, as soon as possible, with useful building blocks of language materials which they can use in communication and from which they can generalize by analogy to parallel forms and functions (Rivers,1980:48)*

 This in effect implies that materials learned are practiced to a level of automatic production. Actually every learner is saturated with practices and opportunities that will enable him produce acceptable responses as the needs arise. The avalanche of materials for practice under the audio-lingual approach could be in the language laboratories and the use of radio/cassettes. The taped lesson contains correct responses to questions. Hence, the learners chances of learning the wrong responses are reduced to the minimum and consequently, correct habit of the L2 are formed.

 Since learning a second language implies that the learner is introduced into a new culture and way of life, efforts therefore should be made to make learning materials and situations as real as possible. This, is hoped, would enable learners to achieve near-mastery of the L2 .Reiterating the importance of real life situation and mistery of learning of a second language ,through the audio-lingual approach, Rivers(1980)opined that to ensure transfer to real life conversational situations, materials are with authentic native accents and intonation at a speed of utterance which is normal to native speakers of the L2.

**INFLUENCES OF AUDIO-LINGUAL METHOD**

 Language forms do not occur by themselves but most naturally within a context. It is evident that no two languages are the same, hence, the learners mother tongue and the second language to be acquired have separate linguistic systems. In view of this fact, the two should, therefore, be kept apart so that the students L1 will interfere little or not at all with the L2 being acquired. The second language teacher is a model to the learners hence, hear the teacher speaks like the native- speakers .He has perfect pronunciation of the sounds, perfect stress and intonation of which the learners listen and imitate properly and correctly. This is a process of habit formation which is consolidated through repetition. Larsen-Freeman (1986) affirms that in the acquisition of a second language, the more often it is practiced and used, the stronger the habit and the greater the proficiency. Also this method helps so much in reduction of learner’s errors, and the learners acquire language in this method basically for the purpose of communication. In this case, the learner begins to communicate effectively using the language. The learner does well in listening, speaking, reading, and writing, and importantly, the teacher finds it easier to teach and the learners understand easily.

**4. THE TOTAL PHYSICAL RESPONSE METHOD (TPRM)**

 This is a new general approach to teaching foreign languages, and it is also called ‘The Comprehensive approach’ because of the importance it gives to listening comprehension. Indeed, TPRM begins with a focus on the listening skill. According to Larsen-Freeman (1986), this idea arises from observing the way children acquire their mother tongue. A child spends so many months listening to people around before he attempt to say a word. There are no directives or instructions that the child at such and such a time must speak. Rather he chooses to speak when he is biologically ready. Similarly, in this method, students listen and respond to the commands and questions of the teacher which are of course in the second language, when there are sure the question is understood.

**THE INFLUENCES OF THIS METHOD**

 Meaning in the L2 is conveyed through actions by the teacher. The second language should not be presented words by words, but in sentence and actions. Students learn, therefore by observing as well as by performing the actions themselves.

 Students understand the language before they attempt to speak. TPRM discourage memorization of anything while it encourages speed. It emphasizes the speaking skills more than the writing skills, and the sequence in the learning of L2 using TPRM is understanding (listening), speaking (oral) before reading and writing.

 In TPRM, the imperative or command is powerful linguistic device through which the teacher can direct students’ behaviour in the language learning. Since success facilitates learning, the teacher help and guide the students to feel successful by responding correctly to the command before new ones are introduced.

 Correction are carried out in an unobtrusive manner for language learning is more effective when it is fun. Although errors are expected at an alarming rate at the beginning, this should be tolerated by the teacher. New areas of leaning are postponed until students have become somewhat proficient in the ones they are learning. In other words, learning are not rushed or stampeded.

1. **THE AUDIO-VISUAL METHOD(AVM)**

 This is one of the new methods of teaching foreign languages which evolved as a result of the dissatisfaction on the results of the former methods is the audio-visual method (AVM).This method is slightly different from the audio-lingual method, and the difference is that the latter includes visual stimuli, while the former does not. The two methods stress the spoken language just like the native speakers.

 In audio-visual methods, more than two senses are sensitized at the same in the process of learning a new language. The senses are those of seeing and hearing. Audio-visual combines, therefore, pictures and recorded voices, and it is believed that the direct connection between the two might eliminate the problem of translating to native tongue. Again, meaning is conveyed through the vivid picture, gestures and expressions. The pictures and gestures, to a large extent, aid quick retention that could not be achieved through purely oral presentation .Audio-visual method creates a real-life situation and language is seen in use.

 According to (Anzaku,2011)”The term audio-visual methods are commonly used to refer to those instructional materials that may be used to convey meaning without complete dependence upon verbal symbols or language”

 (Gopal V.P.2010)Stressed that audio-visual material s helps the teacher to overcome physical difficulties of presenting subject matter. That is to say, with audio-visual aids, the barrier of communication and distance is broken. The culture and climax of other countries can be brought into the classroom with the aids of slides, films, film strips and projector etc.

 The individuals responsible for educating young minds at the post-secondary school level are rarely provided with formal education on teaching pedagogy and strategies. (Hellmann, Paus and Jacks, 2004).

 As a result, many professors, instructors and teaching assistants revert to how they were educated; implementing the teaching practices that were effective in helping them learn. However how students learn best, changes over time. (Zhu, Wang, Cai and Engles, 2013)

 Therefore there is a possibility that there is a mismatch between the teachers and the learning styles of today’s students. In other to bridge this gap the instructors need to consider implementing teaching practices.

 However, before we can begin to consider how we might foster learning through teaching practices, we must first consider the meaning of innovation. There is a conception that teaching is only fostered through the generation of new ideas. (Zhu et al, 2013). Although this is an example of teaching practice, it is not the only way to implement innovation into our classrooms.

 Recently, teaching has been viewed as a constructivist and student centered process whereby students should be active learners in authentic and reliable problem-solving activities to stimulate learning (Brandon, 2004).

Ferrari, Cachia and Punie (2009) expanded the definition of innovation by suggesting that it involves creative teaching that fosters students’ creative potential. Indeed Zhu et al (2013) suggested that teaching also requires four competencies; learning, social, educational and technological.

 Respectively, these competencies encompass a willingness and readiness to learn, communications which students from different backgrounds, passion and knowledge and a use of technology to further student understanding. Therefore, taken together we can consider teaching practices as an international series of student focused action, an invested educator can take to stimulate students’ ability to meaningful and creatively engage with the material in other to stimulate interest and advance their knowledge.

**6. The Play way Method**

As the name implies, this method involves active participation of the learners. It shares similar meaning with role playing methods. The playing could be from the text, especially if it is a literature class or imaginary situation. This method introduces elements of reality in teaching learning situations. It touches also the feelings and emotions of the students. Savlor and Alexander (1974; 263) cited by Milly (2012) point out that the play method is an effective means of helping the learner to understand the feelings, emotions and prejudices of other people.

**Influences/Advantages**

1. This method is effective for developing listening. Speaking and reading skills.
2. Play method recreates the learners a well intellectual training.
3. It makes learning very enjoyable and active.
4. It fosters cooperation and team spirit among the actors and other member of the class.

**Disadvantages**

1. Learners might not take the learning serious
2. Argument might arise.

**7. Oral Method**

This method, in the main, involves a combination of thorough training in correct pronunciation, understanding of the spoken language, and the mental discipline of accurate written work which demands a sound knowledge of grammar. In other words, oral method implies creating the atmosphere of the foreign country in the classroom and the use of the mother tongue foe explanation when the use of L2 would be either confusing or unnecessarily time consuming.

**Advantages**

1. The learner gets the teaching or information direct from the teacher’s mouth.
2. The learner learns faster.
3. The method is easy.

**Disadvantages**

1. It is not fully the use of L2
2. The learners cannot really get use to all the L2 words due to the code- mixing.

**8. The Elective Method**

This approach to teaching implies a degree of flexibility and adaptability on the selection and the use of techniques, methods or approaches in teaching and learning process. With the proponents of eclecticism, there is no hard and fast rule with regard to methods of teaching especially in language learning.

Girad (1972) cited by Chard (2015) advises the language teachers not to be bound by any one linguistic theory, but should feel free to choose methods to build up his own to serve his purpose at that point in time depending on the need of his class.

1. Using different methods exposes the mind of the learner.
2. Choosing a suitable method for a particular topic makes it easier.
3. It saves time.
4. It creates good teaching –learning experiences.

**9. Communicative Language Teaching**

The idea behind this method is to help learners communicate more effectively and correctly in realistic situation that they may find themselves in. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few.

1. This kind of method, some “power” in the language learning process to given to learners themselves.
2. It also strives to allow for personal creativity and input from the students, as well as taking into account their learning needs and objectives.
3. Learners participate in the teaching.

**10. The Silent Way**

The silent way emphasizes learners’ autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. There is a big emphasis on pronunciation and a large chunk of the lesson focuses on it.

This methods of learning English follows a structural syllabus and grammar, vocabulary and pronunciation are constantly drilled and recycled for reinforcement. The teacher evaluates their students through careful observation, and it’s even possible that they may never set a formal test as learners are encouraged to correct their own language errors.

**Advantages**

1. Learners are made to think fast and well.
2. Learners become creative.
3. Learners becomes own teacher.
4. Learners try until they are perfect.

**Disadvantages**

1. The learner may be frustrated on the way.
2. Learner may not know what to do like others.
3. All the learners may not be able to learn that way.

**How Teachers can improve their use of teaching Methods to raise Students’ Performance**

 The value of teaching methods for, effective teaching of the English language lies in the professional skill of the teacher in handling them. The following guidelines will promote more effective use of the materials.

* All materials should be properly arranged and positioned to make them handy at the exact time the teacher wants to use them.
* All equipment and machines should be tested for proper functioning and set ready for use as the need arises. The aim is to avoid any waste of time in arranging the sequence of pictures which may generate impatience and consequently misbehavior in the class.
* The teacher should make sure that the environment is conducive. When motion pictures, slides or filmstrips are involved, the room should be property darkened. So as to improve visibility. When it is radio, aids, the room should be as free from distracting noises as possible. Efforts should be geared towards making student see clearly and hear distinctly what is being said and done.
* The teacher should ensure that all materials used are properly and adequately introduced, making it possible for the students to know why they are being used and how they fit into the subject being studied. Teachers’ presentation should be accompanied with the necessary explanations, comments, or demonstration. Teachers should use materials in the most professional way in order to get desired result.

**Theoretical Framework**

The theoretical framework of this research hinges on the theory of learning as described by cognitive psychologists: Piaget.

In **Theory of Cognitive Development**, mental ability is closely related to language ability. For **Piaget** development depends in large part on the child’s manipulation of an active interaction with the environment.

As a child grows older, vocabulary and word usage becomes the single indication of his intelligence, sensory motor ability is the basic of intelligence and other ingredients and ability to perceive situations accurately, to see relations, to remember, to use good judgment and to persist in solving problems. The psychologist posited that in attempt to learn anything a child must pay attention to it. It also involves exploration of the visual field, fixing the eyes successively on different parts rating those parts and anticipating phenomenon that are not yet clearly perceived (Akanbi, 2013).

Piaget believes that all children are born with an innate tendency to interact with and make sense of their environments. This study which is influence of different methods of teaching and learning English language. In every learner, there are specific method that he or she requires to his own understanding and thinking. The teachers would be able to present methods that would enable the students to overcome the problems of not understanding the English language.

**Pavlov: Classic Condition Theory**

This theory is based on the situation that Ivan Pavlov and his colleagues studied the digest process in dogs. The observed that if meat powder was placed in or near the mouth of a hungry dog, provoked this response automatically without any prior training or conditioning. This response of salivating is referred to as an unconditioned response.

Pavlov’s experiments shows that if a previous neutral stimulus is paired with an unconditional stimulus, the neutral stimulus becomes a conditioned stimulus and gains the power to prompt a response similar to that produced by the unconditioned stimulus. In other words, after the bell and the meat are presented together, the ringing of the bell alone causes the dog to salivate.

In relation to the study, influence of different methods of teaching and learning English language, it show that when teaching the learner English language without the use of any method, the learner will not be aroused or would not find interest in what the teacher is doing. But in the other way round, when the teacher employs good method of teaching that suits a particular topic, that is when the learner salivates like the dog in Pavlov’s research. The learner becomes more interested in learning and also finds it easier to learn even with or without the teacher.

**Empirical Studies**

The researcher compared the past related researches conducted by the experts in the field and the present research. Barky (2013) carried out a research study titled “factors that influence the English language teaching – learning process in Ecuadorian High School in the context of E- education and society. The target population was two hundred and fifty (250) secondary schools out of which, twenty five (250 secondary school were selected as the samples using systematic sampling. The instrument use on collecting the data was questionnaire. Five (5) null hypotheses were stated which were tested using the factors that influence English language teaching- learning process in Ecuadorian High Schools.

Ozobi (2013) also carried out research study titled “Approaches and methods for foreign language teaching as secondary school in Okene LGA, Kogi State”. The target population was seventeen (17) secondary school out which ten (10) secondary schools were selected as the samples by simple randomization. The instrument use in collecting the data was questionnaire. Four (4) null hypotheses were stated which were tested using correlation. Coefficient test statistics at 1.00 level of significance. All the four (4) hull hypotheses were rejected. The result showed that about seventy (70) percent of the respondents made use of the methods or approaches effectively which had positive impact on students of Okene LGA of Kogi State.

**Summary of the Literature Review**

The central focus of this study as reviewed was concerned with exploration of influence of different methods of teaching and learning English language in secondary schools in Awgu Local Government Area. The study received the following captions:

Conceptual framework which explains the concept of English language and the concept of teaching and learning methods in secondary schools, theoretical framework on the theories of learning such as Piaget cognitive development theory and Pavlov theory of learning “Classical condition.

However, none of the works reviewed relates directly or even remotely in any way to the issues being addressed b y the present study. This obvious gap made it imperative that the work should continue with the hope that the outcome will go a long way towards helping to increase positive influence of methods of teaching English language in secondary schools.

**CHAPTER THREE**

**RESEARCH METHODS**

**Introduction**

In this study, the following subheadings were involved; design of the study, area of the study, population of the study, sampling procedure, sample size, instrument for data collection, reliability and validity of the study, method of data collection, and data analysis.

**Research Design**

 The study adopted descriptive survey research design. The researcher used survey design since the design seeks to find out the opinions of teachers on the topic of the study. The researcher used structured questionnaire for data collection from the selected respondents

**Area of the Study**

 The study was conducted in secondary schools in Awgu Local Government Area but due to the vast nature of the area some selected secondary schools were chosen.

**Population of the study**

 The population of the study is one hundred and thirty five (135) teachers of English language in all the Senior Secondary Schools in Awgu Local Government Area. The population size is 50 which comprises of English language teachers in the selected secondary schools in the area. They are the targeted population because they are in position to give information on the use of teaching methods in teaching the English language.

**Sampling Procedure**

 The procedure used by the researcher was simple random sampling. The population of the study was 50 English language teachers from 5 secondary schools in the study area. Ten English language teachers from each school of 20 were selected. The researcher administered structured questionnaire to the selected subjects to find out their responses on the study topic.

**Sample Size**

 The researcher had a sample size of fifty (50) respondents which comprises English language teachers. Ten English language teachers from senior classes were selected from each school of five.

**Instrument for data collection**

 The questionnaire was the main instrument for data collection. It was constructed by the researcher and was submitted to her supervisor and three other experts in measurement and evaluation and English language for corrections. The questionnaire was made up of two sections: A and B. Section A dealt with the particulars of the respondents while section B was made of 13 items divided into parts according to the research questions. A two-rating scale of Agree (A) and Disagree (D) were used as the responses by the respondents.

**Reliability and Validity**

 The validation of the instrument was done by two experts in the field of statistics, my supervisor and one in measurement and evaluation. They were given the initial copy of the instrument and the purpose of the study, the researcher questions to help them critically examine and determine its comprehensiveness of statement, possible ambiguities, error and omissions. Their corrections and suggestions were used to modify the final instrument.

 The questionnaire was tested and retested on the respondents. The results were brought together and found to be consistent and reliable. Since it has a co-efficient of 0.75.

**Method of Data Collection**

 The questionnaire was administered by the researcher personally on the respondents. A brief introduction followed the questionnaire. A total number of 50 copies of the questionnaire were distributed and the same numbers of copies were collected.

**Data Analysis**

 The collected data were assembled into frequency tables and analyzed using simple percentage.

**CHAPTER FOUR**

**ANALYSIS OF DATA AND RESULTS**

**Analysis of Research Questions**

 This chapter presents the results of the study. The data are presented on the five research questions posed to direct the study. In answering the research questions mean score was used.

**Research Question 1**

What is the extent of the use of different methods of teaching and learning of English language?

**Table 1**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM DESCRIPTION** | **VLE** | **LE** | **SE** | **VSE** | **Mean** | **REMARK** |
| 1 | To create quality relationship among the teacher and learners | 100 | 40 | 30 | 30 | 3.05 | Large extent |
| 2 | It’s stimulate the interest of the students | 50 | 100 | 40 | 10 | 2.65 | Large extent |
| 3 | Its enable the teacher to widen the experience of the students | 70 | 50 | 30 | 50 | 2.25 | Large extent |
| 4 | Its provides sources of information that are meaningful to both the teacher and the students | 100 | 50 | 20 | 30 | 3.10 | Large extent  |
| 5 | It enables the teachers present the lesson very well and help the student to develop interest in the lesson | 70 | 110 | 10 | 10 | 3.22 | Large extent |
|  | **Total mean score** |  |  |  |  | **2.85** |  |

 In table 1, which shows mean score of 2.25 in item 3 which is below the acceptable mean of 2.5. This indicates that different methods of teaching English language do not really enable the teachers to widen the experience of the student. In another development, item 1, 2, 4, and 5 of the same table mean scores of 3.05, 2.65, 3.10, and 3.22 which are above the acceptable mean of 2.5. This means that different methods of teaching English create quality relationship among the teachers and learners.

 However, the total mean for table 1 is 2.85, which is above the acceptable mean, this means that different methods of teaching offers a quality learning of English language in Senior Secondary School in Awgu Local Government Area.

**Research Question 2**

What are the ways teachers can improve on their use of different methods of teaching?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEMS DESCRIPTION** | **VLE** | **LE** | **SE** | **VSE** | **MEAN** | **REMARK** |
| 1 | Teachers should always select a method suitable for each lesson | 100 | 45 | 35 | 20 | 3.13 | Large extent |
| 2 | Teachers should employ new idea | 85 | 150 | 10 | 5 | 3.9 | Large extent  |
| 3 | Always use play way method over grammar translated method | 70 | 150 | 20 | 10 | 3.9 | Large extent  |
| 4 | Instruments for different methods should be always available | 100 | 60 | 30 | 10 | 3.25 | Large extent |
| 5 | To teach each method with love and care | 90 | 20 | 30 | 60 | 2.10 | Large extent |
|  | Total mean score |  |  |  |  | **3.26** |  |

Table 2, shows mean scores of 3.13, 3.9, 3.9 and 3.25 in item 6, 7, 8 and 9 respectively, which are above the acceptable mean of 2.5, this signifies that English language teachers through the application of different methods in teaching English language will achieve a quality result and outcome over the Senior Secondary School Students of Awgu Local Government Area. Item 10 have a mean score of 2.10, which is below the acceptable mean of 2.5. This indicates that it is not really accepted to teach the methods with love or may be care. So the total mean for table 2 is 3.26 which means that teachers accept and concur to the different ways of improving the use of different methods of teaching English language in Senior Secondary Schools in Awgu Local Government Area because the total mean is above the acceptable mean of 2.5.

**Research Question 3**

To what level does the use of different methods of teaching and learning of English affect male and female students?

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Items description  | **VLE** | **LE** | **SE** | **VSE** | Mean | Remark |
| 1 | Male learn faster than female in the class | 25 | 28 | 108 | 39 | 2.20 | Small extent  |
| 2 | Female learn faster than male in the class | 95 | 57 | 28 | 20 | 3.14 | Large extent  |
| 3 | Male and female should be separated from the class | 70 | 70 | 40 | 20 | 2.95 | Large extent  |
| 4 | Male students should be treated with care so they can learn | 5 | 10 | 135 | 50 | 1.85 | Small extent |
| 5 | Both gender should be taught together | 100 | 40 | 30 | 30 | 3.05 | Large extent  |
|  | Total mean score |  |  |  |  | **2.64** |  |

In table 3, show mean score of 2.20 and 1.85 in item 11 and 14 respectively this is below the acceptable mean of 2.5. This explains that male students do not really learn faster than female and that teachers should not pamper them in class before they can learn, while mean score of 3.14, 2.95 and 3.05 in item 12, 13, and 15 which are above the acceptable mean of 2.5. This implies that female students learn faster than male students and that both genders should be separated and equally taught together in a class.

 The total mean of 2.64 was obtained which is above the acceptable mean of 2.5, which means that the use of different methods of teaching English give rise to both genders learning respectively in Senior Secondary School of Awgu Local Government Area.

**CHAPTER FIVE**

**DISCUSSIONS, IMPLICATIONS, RECOMMENDATIONS, CONCLUSIONS AND SUMMARY OF THE STUDY**

**Discussion of the Results**

The results of the research questions based on the data analysis done in chapter four are discuss and inferences were drawn from them

**Research Question 1**

What is the extent of the use of different methods of teaching and learning of English language?

 From item 1- 5 of the research question 1, it was observed that instructional material helps in promoting teaching and learning with the highest mean of 3.28 which was significantly above the criterion mean point of 2.5. The mean score 3.3 of item 1 of the research question show that teaching aids stimulate the interest of the students in Awgu local government area. Also the mean score of item 2 shows that teaching aids enable the teacher to widen the experience of the students and the mean score of 3.28 of item 3 in table 1 shows that teaching aids provides sources of information, that are meaningful to both the teacher and the students. With the total mean of 9.83 in table 1 shows that it was agreed to a large extent that teaching aids helps in promoting teaching and learning of English language in Senior Secondary School in Awgu local government area of Enugu state

**Research Question 2**

What are the ways teachers can improve on their use of different methods of teaching?

 From item 1 in table 2, it was observed that teaching aids facilitate learning. With the mean score of 3.8 that is agreed to a large extent that the use of teaching aids is important in teaching and learning. The mean score of item 2 is agreed to a very large extent that teaching aids enable teachers to present their lesson very well, and also help the students to understand the lesson easily and to develop interest in the lesson. With the mean score of 4.0 that is above the criterion mean 2.5. The item 3 of table 2 also agreed to a very large extent that teaching aids supplement teachers work for example, methodology, retentions, understanding and recall of the students with the mean score of 3.9. With the total mean score of 11.7 which shows the importance of teaching aids in enhancing effective teaching and learning of English language in Senior Secondary School in Awgu local government area of Enugu state.

**Research Question 3**

To what level does the use of different methods of teaching and learning of English affect male and female students?

 From item 1 of table 3, was disagreed to a small extent that different varieties of teaching methods under visual aids are record player, radio etc with the mean score 2.3, which is bellow the criterion mean point. Item 2 in table 3 was agreed to a large extent that the varieties of teaching aids under audio visual aids are tape recorder, radio, record player etc with the mean score of 3.7 while mean score of item 3 agreed also that the varieties of teaching aids under audio-visual aids are television, computer etc with the mean score of 3.15.

**Conclusion**

 Since the ultimate aim of using different methods of teaching English language is to enhance learning. Essentially, they have been developed to facilitate learning as they appeal virtually to all children.

 There is the problem of rote learning now in the country and this often leads to fading or what is referred to as forgetting, because students often learn by only verbal expression in the classroom, but with the use of different methods of teaching aids in teaching of English language, this problem can be overcome because what the students see and practicalize themselves are better retained and easily remembered than what they hear alone.

 Therefore it is highly essential for our Senior Secondary School teachers to use a wide variety of teaching methods in order to provide satisfactory learning experience of the students.

**Implication of the Study**

 Having carried out this research, the findings have some implication for society and educational system

The finding reveal that different methods of teaching plays a vital role in enhancing effective understanding of the students during teaching and learning of English language, its stimulate the interest of the learners and also facilitate learning in Awgu local government area. Therefore federal, state and local government should re-doubled their teaching methods provision to the English language in secondary school and teachers should put more effort in the effective use of these teaching methods while teaching.

**Recommendations of the Study**

Base on the findings, the researcher make the following recommendation

1. Government should train more teachers in order to specialize on handling different teaching methods.
2. Teachers should be encouraged especially at the Senior Secondary level to form the habit of improvisation as part of their responsibilities.
3. Parent should be involved in the aspect of the school needs, during the parent teachers association meeting, the parent may be ask to donate funds for purchasing of different teaching methods equipment for English language.

**Limitations of the Study**

In the course of the study, a lot of problems were encountered by the researcher while collecting materials for the study. The cost of traveling from one library to another in search of vital information, the researcher was not allowed to enter the library let alone making use of their textbooks for not having the requirements. But the researcher succeeds on the second visit. Other problems include inadequate fund and time factor.

**Summary of the Study**

Teachers especially those with Nigeria Certificate in Education (NCE) should be made to employ the use of different methods of teaching English language during their teaching practice experience; this will enable them to be familiar with the appropriate methods that could be used in teaching. Also, production, selection and utilization of those methods will not create problems for them when they enter into teaching career.

Government should organize seminars for other teachers, where experts or qualified personnel can be invited to give lectures to the teachers on how to make use of improvised teaching methods through this; teachers can learn how to produce some of the new teaching methods.

**Suggestion for further Studies**

1. For further studies on this research topic or any other topic of this nature, should be given enough time in order to carry out a thorough study to get an accurate result.
2. Questionnaire should not be the only instrument for data collection, there should be provision of other data gathering devices which could give more insight.
3. In the area where there is no electricity, government should provide a generator for schools to be able to operate gadgets machines, the government should try to provide generators for every secondary schools in Awgu Local Government Area.
4. The researcher should be supported financially and with other available resources in order to cover the entire study area without selecting randomly.

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**APPENDIX**

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Thinkers Corner, Enugu,

Enugu State.

July, 2018.

Dear Sir/Madam,

**DISTRIBUTION OF QUESTION**

I am a student of the above mentioned Institution. I am undertaking a research on influence of different methods of teaching and learning of English language on academic performance of Senior Secondary School Students in Awgu Local Government Area of Enugu State.

 Please Sir/Madam complete this questionnaire, it will enable me to gather the necessary data for this work. The guideline for filling the questionnaire is attached to it.

Yours faithfully

Udeinya, Lilian Amarachi

**APPENDIX II**

**QUESTIONNAIRE**

**Section A: Personal Data**

(1) Students Teachers

(2) Sex: Male Female

(3) Marital Status: Single Married Divorced

Age: (a) 12-16 years (b) 16-20 years 20-27 27 above

(4) Class: SS1 SS2 SS3

**Section B: Questions**

 Tick the option applicable to you with Very Large Extent (**VLE**), Large Extent (**LE**), Small Extent (**SE**), Very Small Extent (**VSE**).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **S/N** | **ITEM DESCRIPTION** | **VLE** | **LE** | **SE** | **VSE** |
| **What is the extent of the use of different methods of teaching and learning of English language?** |  |  |  |  |
| 1 | To create quality relationship among the teacher and learners |  |  |  |  |
| 2 | It’s stimulate the interest of the students |  |  |  |  |
| 3 | Its enable the teacher to widen the experience of the students |  |  |  |  |
| 4 | Its provides sources of information that are meaningful to both the teacher and the students |  |  |  |  |
| 5 | It enables the teachers present the lesson very well and help the student to develop interest in the lesson |  |  |  |  |
| **What are the ways teachers can improve on their use of different methods of teaching?** |  |  |  |  |
| 1 | Teachers should always select a method suitable for each lesson |  |  |  |  |
| 2 | Teachers should employ new idea |  |  |  |  |
| 3 | Always use play way method over grammar translated method |  |  |  |  |
| 4 | Instruments for different methods should be always available |  |  |  |  |
| 5 | To teach each method with love and care |  |  |  |  |
| **To what level does the use of different methods of teaching and learning of English affect male and female students?** |  |  |  |  |
| 1 | Male learn faster than female in the class |  |  |  |  |
| 2 | Female learn faster than male in the class |  |  |  |  |
| 3 | Male and female should be separated from the class |  |  |  |  |
| 4 | Male students should be treated with care so they can learn |  |  |  |  |
| 5 | Both gender should be taught together |  |  |  |  |