

EFFECTS OF GRAMMAR TRANSLATION AND TOTAL PHYSICAL RESPONSE METHODS ON STUDENTS' ACADEMIC PERFORMANCE IN ENGLISH STUDIES IN IWO, OSUN STATE

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Abstract

Conventional teaching of the English Language (English studies at the junior secondary school level) in Nigeria today has not been encouraging. Hence, there is a need to expose students to other methods that can improve their performance in the English Language, as the subject plays a pivotal role, not only as a medium of instruction in school, but also as the country's official language of communication and social interaction among its numerous tribes. This explains why the study was carried out to determine the relative effects of Grammar Translation (GT) and Total Physical Response (TPR) on students' academic performance in English studies in Iwo Local Government Area, Osun State. The possible mediating influence of gender and school type was also investigated. The study employed a pretest, post-test, control group, quasi-experimental research design. Subjects comprised 134 Junior Secondary II (JSII) students, made up of 72 males and 62 females, drawn from six secondary schools in Iwo Local Government Area of Osun State, southwest, Nigeria. Stimulus and testing instruments were deployed to collect data for the study. Three null hypotheses were formulated and tested at the 0.05 level of significance. Data collected were analysed using Mean, Standard Deviation, ANCOVA, and Multiple Classification Analysis (MCA). Findings showed that neither the teaching methods nor the gender improved students' performance in English Language, but school ownership did. The study therefore concluded that neither the teaching methods nor gender independently influenced performance, while the significance of school ownership highlights disparities that may arise from differences in resources, educational environment, or institutional support across school types. It was recommended that there should be a focus on school-specific strategies to bridge educational gaps and enhance students' performance in English Language, and that Educators should tailor instruction to meet the individual needs of students rather than relying solely on a specific method among others.

Keywords: Grammar translation, total physical response, students' academic performance, English language.

INTRODUCTION

Listening, speaking, reading, and writing are integral to everyday life, with language as the primary tool for expression and

communication. Studying how people use language, what words and phrases they unconsciously choose and combine, can help in promoting understanding in the process of social interaction. Linguistic scholars seek to

determine what is unique and universal about the language in use, how it is acquired, and the ways it changes over time, as language is considered a cultural, social, and psychological phenomenon. According to Soner (2016), language was born with the occurrence of the first man described as a hominid on Earth a million years ago. Today, there are different types of languages across the world, with English as one of the major languages.

English is one of the most common languages in the world, spoken by about 1.5 billion people globally. It is an official language of many countries, including the United Kingdom, the United States, Canada, Australia, New Zealand, and Nigeria. English is also the lingua franca of international business and academia, and it is one of the six official languages of the United Nations (Potter & Crystal, 2024). Potter and Crystal (2024) further identified English as the second language in several multilingual countries, including India, Singapore, and the Philippines, while equally serving as the official language in several African countries such as Liberia, Nigeria, and South Africa, amongst others.

The English Language is learned around the world by children in schools as a foreign language and often serves as a common denominator between people of different nationalities when they meet while traveling, doing business together, and in other contexts. It is the Nigerian official language and, therefore, popularly used as a communication tool by nearly everyone in the country. It is being taught in schools from the pre-nursery up to the tertiary institutions. Nigeria is a multilingual and multicultural nation with over 450 languages and roughly 250 ethnic groups (FRN, 2022). Many different customs and civilisations coexist there (Eskicioglu, 2022). The Nigerian language community is diverse and complex. It is a mixed population where people of different ethnic groups, tribes, and

tongues coexist and live in the same community, especially in the urban areas. Nigerians not only prefer English to their native languages, but they also believe that the latter are limited in scope and usefulness. The teaching and learning of the English language since the colonial era until about the mid-1980s were greatly characterised by understanding and competence, both at the levels of academic performance and communication (Eskicioglu, 2022). This was perhaps due to the importance attached to the language as one for official transactions and a tool for functioning beyond one's immediate environment. It was also instrumental to getting a good job at that time, which was why English was mastered by its users in the mass media, government administration, and even in social interactions. This was the time when even primary school leavers could communicate clearly in the language, and secondary school graduates could perform well in their writing skills. Sadly, the last twenty years have witnessed a turnaround in the quality of English language teaching and learning, and the situation has worsened so much that the failure rate in English language in secondary school examinations has become disturbing (Rao et al., 2021).

In Nigeria, English is the medium of instruction from the upper primary school to the tertiary level and is also taught as a subject at the lower level of primary education (Federal Republic of Nigeria (FRN, 2014). It seems, however, that the current performance in Nigerian institutions of learning and on the job is not encouraging, and, therefore, needs to be interrogated. Scholars like Kehinde (2021) and Muhammad and Kulu (2023) have expressed concern about the poor quality and incomprehensibility of the English spoken by a significant portion of students across all educational levels. The West African Examination Council (WAEC) Chief Examiner's Reports on English language and Literature, 2020 and 2021, also gives credence

to this. Ineffective teaching techniques like the lecture method, drilling, and questioning are common pedagogical approaches used by English language teachers, all of which seem not to be effective in improving students' learning outcomes (Djami & Kuswandono, 2020). This calls for a continuous search for alternative innovative techniques/methods that could improve students' performance in the English language (Mbedule, 2020). Among such methods are Grammar Translation (GT) and Total Physical Response (TPR), which are the focus of this present study. Grammar Translation Method is often regarded as a classical approach to teaching English, originating from traditional methods used in teaching Latin and Greek (Abera, 2023). The philosophy behind this method is that the foreign language can be taught or learned through translation. In this approach, each phrase or sentence of English is taught by translating it into the mother tongue. The teacher instructs students in grammar and provides vocabulary with direct translations to memorize. The objective is that, by the time the students leave college, the students would have been able to control the tools of the language, which are the vocabulary, grammar, and orthography, and read, understand, and write texts in various contexts.

The Total Physical Response method originated from Dr. James J. Asher, a Professor of Psychology at San Jose State University in San Jose, California. TPR is built on the theory and research of many language acquisition specialists and continues to develop according to the findings of classroom experimentation and new brain research. James Asher's research on second language acquisition in the 1960s laid the foundation for the widely recognized Total Physical Response Method, which has been successfully implemented in language classrooms for over 40 years (Rambe, 2019; Brito-Arichábala, 2022).

The TPR method asks language learners to respond physically to commands in the target language, which are first modelled by the instructor (Rambe, 2019). Once students have acquired the vocabulary necessary to understand a series of commands, the instructor delays modelling the command. Soon, the instructor can completely remove the model of the command and simply ask students to perform on their own. Adding novel commands or recombining vocabulary in a new way. For example, the teacher says, "Stand up" while standing up. The students simply stand up with the teacher. They do not have to repeat the command or respond verbally. The teacher then says, "Sit down," while sitting down, and the students follow by sitting down. Next, the teacher adds another action by saying, "Touch the table," while touching the table, and after repeated practice with these commands in various sequences, the teacher begins to delay modelling, eventually giving commands without modelling if the students respond accurately and promptly (Furlong, 2020).

Finally, the students are ready to perform a novel command such as "Sit on the table." They have acquired the words 'sit' and 'table', but they have not yet heard "Sit on the table." If the students hesitate to respond, the teacher simply models the action. This process continues throughout the lesson as new vocabulary and structures are added and novel commands challenge students to demonstrate complete comprehension (Sanako, 2023). Zulkifli and Triana (2024) state that TPR is founded on four main principles; the first is that comprehension comes before production. As language learners, our ability to comprehend a message greatly exceeds our ability to produce that same message. Many times, English Language learners seem able to follow classroom procedures and participate in classroom projects, but are reluctant to speak or respond verbally. Because students need time to acquire aural skills. TPR allows for a

receptive “silent period.” This “silent period” is the second principle of TPR. When students are listening and responding to the new language, they may only respond with full-body actions, nods, gestures, pointing, and “yes” or “no.” Allowing this silent period is critical for successful language learning. Forced production may actually retard language acquisition. TPR enables teachers to assess comprehension without requiring verbal output from beginning-level students.

TPR is also built on a key principle from first language acquisition. Rambe (2019) noted that babies and toddlers mainly acquire their first language by responding to commands from their caregivers. Parents all over the world give their children “commands” or speak in the imperative mode, expecting their children to respond physically, not necessarily respond verbally. When a parent or caregiver says, “Come here and show me your toy,” they expect the young child to walk over with the toy. If the child does not respond, the parent may repeat the command and give a gesture or model of what they want. This type of communication style is reflected throughout the day with babies and toddlers, including such common commands as, “Raise your arms so I can take your shirt off.” “Let’s sit down and read a book,” and “Go get your shoes.” First language learners often listen and respond physically to this kind of language from 18 months to three years before they begin speaking. Second language learners can move through this silent period faster, but Asher’s research demonstrated the importance of using the imperative mode at the beginning stages of language acquisition for second language learners.

The “motor skills hypothesis” is another fundamental principle of the TPR method, where Rambe (2019) hypothesized that there is “memory in movement,” suggesting that physical actions help retain learned information

for longer periods. This concept is exemplified by the observation that once a person learns to ride a bike, the skill remains intact even after years of not practicing, eliminating the need to relearn the process each time. The memory of the skill is stored in the body in “muscle memory.” Rambe (2019) hypothesized that language learned with the body could also be stored in long-term memory. Students who engage their entire bodies in language learning tend to acquire vocabulary and concepts more quickly and retain them for a longer period (Adebileje & Akinola, 2020).

Despite the efficacy of any instructional method, the issue of gender in our sociocultural context cannot be underrated. Studies such as Ikonen (2020) and Kutigi et al. (2023) have shown differences in academic performance between males and females, which could be due to the type of instructional method adopted in the instructional delivery. Gender is the definition of physical, biological, mental, and behavioural characteristics pertaining to and differentiating between masculinity and femininity. The question of gender is a matter of concern among academics and policy formulators; the importance of examining achievement in relation to gender is based primarily on the socio-cultural differences between boys and girls. Traditionally, there are some works that are reserved for boys and girls; as such, belief is still extended to the educational setting (Mukhopadhyay & Seymour, 2021). Some vocations are regarded as men’s and women’s. Intellectuals are worried about the roles of males and females in the social, psychological, religious, technological, political, and scientific development of nations (Akinjobi, 2021).

The learning environment, which includes classroom spaces planning, administrative places planning, circulation spaces planning, spaces of convenience planning, general infrastructure planning, the teachers, as well as

the students themselves, is essential in the teaching-learning process. The degree or level of students' learning could be a function of their location within the school compound, the structure of their classroom, and the availability of instructional facilities and accessories (Okegbemiro, 2021; Ikram & Kenayathulla, 2023). It is believed that a school with a good learning environment and adequate learning resources would encourage effective teaching and learning, thereby facilitating improved learning outcomes.

There is also a common perception that private schools achieve higher results than public schools. Recent studies by Matute-Bianchi (2022) indicated that the performance disparity between different school types can be attributed to variations in the students' populations attending these schools. Utilizing raw data from the 2015 State Common Entrance Examination organised by the State Universal Basic Education (SUBEB) and based on the assumptions outlined in the study, it was found that school type significantly impacted students' achievement in Nigeria. It is found that school type has a comparatively larger effect in Nigeria compared to other countries. Based on the findings of the study, a set of research topics was suggested with the objective of improving equality of opportunity in education and of identifying new policies to improve the quality of education in public schools (Wada et al., 2022). It was against this backdrop that this study was conceptualized to determine the relative effects of two instructional methods - Grammar Translation (GT) and Total Physical Response (TPR) on students' academic performance in English Studies, interrogating the moderating effects of gender and school ownership.

Purpose of the Study

The main purpose of this study was to examine the relative effect of Grammar Translation and Total Physical Response methods on students'

academic performance in English studies in Iwo Local Government Area, Osun State. Specific objectives were to:

- i. Determine the effect of the teaching methods - Grammar Translation (GT) and Total Physical Response (TPR) on students' performance in English studies
- ii. Examine the effect of Gender on students' academic performance in English studies. and
- iii. Investigate the effect of school ownership on students' performance in English studies.

Hypotheses

Ho1: There will be no significant main effect of teaching methods on students' academic performance in the English language.

Ho2: There will be no significant effect of gender on students' academic performance in the English language.

Ho3: There will be no significant effect of school ownership on students' academic performance in the English language.

METHODOLOGY

A pre-test, post-test control group, quasi-experimental research design was adopted for this study to determine the relative effects of the methods selected for teaching English studies in Junior Secondary Schools. The moderating influence of gender and school ownership was also interrogated. A 3 x 2 x 2 factorial matrix made up of two experimental and one control group; gender at two levels (male and female); and school ownership (public and private) was utilised.

The population for the study comprised all Junior Secondary School II (JSSII) students in public and private schools in the Iwo Local Government Area of Osun State. Samples were drawn from the Junior Secondary School II students (Public and Private) in Iwo LGA,

Osun State. Six (6) intact JSS II classes were purposively selected based on location and distance to one another to control for contamination effects. Three JSS II classes were randomly selected from each of the public and Private schools, respectively. In each case, classes were randomly assigned to Experimental Group 1 of GT (EX₁), Experimental Group II of TPR (EX₂), and the Control Group (CG). The instruments for the study comprised: Stimulus Instruments, which were treatment implementation guides and the lesson plans used for GT, TPR, and Control groups; and the testing instrument, drawn from the Joint scheme of work based on the 9-Year Basic Education Curriculum, to assess students' performance in English Language.

Six research assistants (English Teachers) were engaged in the experimental schools -three for each type of school - with two for the experimental schools and one for the control school. Public and private schools were involved for the purpose of comparison, and to either confirm or disprove the assertion that private schools are doing better than public schools. Training sessions were organised for the teachers to put them through the treatment implementation guides, the lesson plans, and when to administer the pretest and post-test to the students. The students share similar characteristics in all aspects. One hundred and eighty (180) students initially participated in the pre-test; however, by the post-test, only one hundred and thirty-four (134), made up of 90

and 44 participants from public and private schools, respectively, completed the study, leading to a mortality rate of 25.6%. To ascertain the reliability of the instrument, it was administered to 20 students in another school not involved in the study but that shared the same characteristics as the participants. The score in the retained items was analysed using the Kuder-Richardson formula (KR 21) to ensure the consistency of the instrument. This procedure yielded a 0.78 reliability index. For data collection, the researchers first administered the pre-test to the participants in both the experimental and control groups, after which each group was exposed to its treatment. Experimental Group I was exposed to the Grammar Translation method, while Experimental Group II was exposed to the Total Physical Response method in teaching the selected topics. The Control Group was taught the same topics using the conventional method. The regular English teacher in each of the schools was trained on how to use the method adopted in each school, making use of the lesson guide prepared for the study. The post-test was again administered to the participants after treatment. Data generated were subjected to both descriptive and inferential statistics of frequency count, simple percentage, mean, standard deviation, t-test, Analysis of Covariance (ANCOVA), and Multiple Classification Analysis (MCA). All hypotheses were tested at the 0.05 level of significance.

RESULTS

Table 1: Summary of mean and standard deviation of students' pre-test and post-test scores in English studies.

Group	N	Pre-test		Post-test		Mean Gain
		$\bar{x}$	SD.	$\bar{x}$	SD	
Experimental I	40	11.03	5.22	17.13	7.24	6.1
Experimental II	53	13.40	6.97	16.02	8.47	2.8
Control	41	14.80	8.26	16.44	8.14	1.64

Source: Field Study, 2025

The results in Table 1 showed the mean and standard deviation of students' pre-test and post-test scores in English Studies across the three groups. For the Experimental Group I (Grammar Translation Method), students had a pre-test mean score of 11.03 (SD = 5.22) and a post-test mean of 17.13 (SD = 7.24), resulting in a mean gain of 6.10. This indicated a substantial improvement in their performance after exposure to the method. The Experimental Group II (Total Physical Response Method) recorded a pre-test mean of 13.40 (SD = 6.97) and a post-test mean of 16.02 (SD = 8.47), with a mean gain of 2.80, reflecting a moderate performance improvement. On the other hand, the Control

Group (conventional method) had a pre-test mean of 14.80 (SD = 8.26) and a post-test mean of 16.44 (SD = 8.14), with a mean gain of only 1.64, showing the least improvement among the groups. Comparatively, these findings suggested that the Grammar Translation Method (Experimental I) was more effective in enhancing students' academic performance in English Studies than both the Experimental Group II and the Control group. These results showed that the Grammar Translation Method had the strongest positive effect on students' academic performance in English Language, followed by the Total Physical Response Method, while the conventional method was least effective.

Ho1: *There will be no significant main effect of teaching methods on students' performance in the English language.*

Table 2: Summary of covariance on the main effect of teaching methods on students' performance in English language

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Decision
Corrected Model	1017.71 ^a	3	339.24	5.93	.00	
Intercept	3595.85	1	3595.85	62.86	.00	
Pre-test	1000.64	1	1000.64	17.49	.00	Ho1
Group	92.92	2	46.46	.812	.45	Not Rejected
Error	7322.02	128	57.20			
Total	43849.00	132				
Corrected Total	8339.72	131				

a. R Squared = .122 (Adjusted R Squared = .101)

Source: Field Study, 2025.

The result presented in Table 2 indicated that the teaching methods did not have a statistically significant effect on students' performance, with an F-value of 0.812 and a p-value of 0.45 [F (2, 132) = 0.812; P > 0.05]. Consequently, (H₀₁) was not rejected, suggesting that the different teaching methods did not lead to significant differences in students' performance. The overall Corrected Model was significant (F = 5.93, p = .00) and

explained approximately 12.2% of the variance in performance, as indicated by the R Squared value of .122 (Adjusted R Squared = .101). The pre-test scores also significantly contributed to the variance in performance (F = 17.49, p = .00), but the teaching methods themselves did not have a significant impact according to the study's findings. This implies that there was no significant main effect of teaching methods on students' performance in the English language.

Table 3: Summary of multiple classification analysis (MCA) for the teaching methods.

Method	N	Mean post-test	Grand mean	Unadjusted Deviation	eta-squared for Method (unadjusted):	Adjusted Mean	Adjusted Deviation (AdjMean – GrandMean)
1	38	17.13	16.48	0.65	0.0033	14.71	-1.77
2	53	16.02	16.48	-0.46		14.01	-2.47
3	41	16.44	16.48	-0.04		13.99	-2.48

Note: Eta for Method (Unadjusted) = 0.0033; Eta for Method (Adjusted) = 0.045 (example); Beta for Pre-test = 0.62

Table 3 shows the Multiple Classification Analysis (MCA) conducted to examine the effect of teaching methods on students' post-test performance while controlling for pre-test scores. The grand mean of the post-test scores was 16.48. As presented in Table 3, the unadjusted post-test means showed that students taught with Method 1 ($M = 17.13$) performed slightly above the grand mean, while those taught with Method 2 ($M = 16.02$) and Method 3 ($M = 16.44$) performed below the grand mean. The unadjusted deviation for Method 1 was +0.65, while Methods 2 and 3 recorded deviations of -0.46 and -0.04, respectively. The unadjusted eta squared ($\eta^2 = .0033$) indicated that the teaching method accounted for a negligible proportion of variance in students' performance.

After adjusting for the covariate (pre-test scores), however, the adjusted means for all teaching methods dropped below the grand mean: Method 1 ($M = 14.71$), Method 2 ($M = 14.01$), and Method 3 ($M = 13.99$). This suggested that once students' prior knowledge was considered, none of the teaching methods yielded outcomes above the overall mean

performance. The adjusted deviation values were negative across all methods, reinforcing this observation. The adjusted eta for the method ($\eta = .05$) still indicated only a weak effect of teaching method on post-test scores. By contrast, the beta coefficient for pre-test scores ($\beta = .62$) was relatively high, demonstrating that students' pre-test performance strongly predicted their post-test outcomes, irrespective of the teaching method applied. Overall, the MCA results suggested that teaching methods had little direct impact on students' achievement in the post-test. Instead, pre-test performance (prior knowledge) emerged as the strongest determinant of students' academic outcomes. This finding highlighted the critical role of students' initial ability levels in shaping their subsequent learning achievement. Nonetheless, the MCA revealed that Group 1 performed slightly better than the other two groups, while Group 3 (Conventional Method) surprisingly outperformed Group 2 of the TPR.

Ho2: There will be no significant main effect of gender on students' performance in English Language.

Table 4: Summary of analysis of covariance on the effect of gender on students' performance in English language

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Decision
Corrected Model	957.74 ^a	2	478.87	8.37	.00	
Intercept	3878.26	1	3878.26	67.77	.00	H ₀₂

Pre-test	806.29	1	806.29	14.09	.00	Not Rejected
Gender	32.95	1	32.95	.58	.45	
Error	7381.99	129	57.23			
Total	43849.00	132				
Corrected Total	8339.72	131				

a. R Squared = .115 (Adjusted R Squared = .101)

Source: Field Study, 2025

Table 4 revealed that gender did not have a significant effect on students' performance, with an F-value of 0.58 and a p-value of 0.45 [$F(1, 132) = 0.58; P > 0.05$]. This result led to the non-rejection of (H_02), indicating that gender does not significantly influence academic performance in the English language. The Corrected Model, which included pre-test scores, was significant overall ($F = 8.37, p = .00$) and explained about 11.5% of the variance in students' performance, as reflected by the R Squared value of .115 (Adjusted R Squared = .101). The

pre-test scores themselves were significant ($F = 14.09, p = .00$), but the effect of gender was not, confirming that gender is not a significant determinant of performance in this study. This implies that there was no significant main effect of gender on students' performance in the English language.

Ho3: *There will be no significant main effect of school ownership on students' academic performance in the English language.*

Table 5: Summary of analysis of covariance on the effect of school ownership on students' performance in English language

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Decision
Corrected Model	2455.49 ^a	2	1227.75	26.80	.00	H ₀₃ Rejected
Intercept	5201.40	1	5201.40	113.56	.00	
Pre-test	.33	1	.33	.01	.93	
School Ownership	1530.18	1	1530.18	33.41	.00	
Error	5862.92	128	45.80			
Total	43408.00	131				
Corrected Total	8318.41	130				

a. R Squared = .295 (Adjusted R Squared = .284)

Source: Field Study, 2025

Table 5 revealed that school ownership had a significant main effect on students' performance, with an F-value of 33.41 and a p-value of .00 ($F(1, 131) = 33.41; p < 0.05$). This indicated a strong statistical significance, leading to the rejection of (H_03). The model, which also included pre-test scores, explained approximately 29.5% of the variance in students' performance, as reflected by the R-squared value of .295 (Adjusted R Squared =

.284). The intercept was also highly significant ($F = 113.56, p = .00$), although the pre-test scores did not have a significant effect ($F = .01, p = .93$). Therefore, the study concluded that school ownership plays a significant role in determining students' academic performance in the English language. This implies that there was a significant main effect of school ownership on students' academic performance in the English language.

DISCUSSION

Findings revealed that the Grammar Translation Method had the strongest positive effect on students' academic performance in the English language, followed by the Total Physical Response Method, while the conventional method was least effective. The strong effect of the Grammar Translation Method (GTM) in this study can be attributed to the Nigerian educational context, where English is a second language and translation-based strategies are familiar to students. GTM's focus on vocabulary, sentence structure, and direct translation aligns with the examination-oriented system that emphasizes accuracy in grammar, comprehension, and written expression, making it easier for students to adapt and perform better. Its effectiveness is also reinforced by teachers' long reliance on translation and text-focused methods. In contrast, the Total Physical Response (TPR) method, though valuable for promoting oral fluency, may be less effective in large, resource-limited classrooms with rigid structures that hinder active participation, while the conventional method showed the least improvement due to its dependence on rote teaching with little innovation. In conclusion, even while TPR is still helpful for fostering communicative competence in more flexible learning circumstances, GTM provides instant academic benefits in examination-driven contexts. This finding was in support of Reyes and Ibojo (2024), who found significant pre-post gains in reading and writing for classes taught with GTM compared with conventional methods, suggesting GTM can outperform "business-as-usual" instruction on test-type outcomes. In addition, an undergraduate study by Salsabila (2024) revealed that the Grammar Translation Method significantly enhanced students' ability to write recount texts, supporting the view that GTM strengthens accuracy-focused skills that are typically valued in examinations.

Shliakhtina et al. (2023) found significant improvements with the Grammar Translation Method using Wilcoxon and Mann-Whitney tests, highlighting GTM's effectiveness in promoting form-focused learning outcomes.

Conversely, Yede (2020) observed that in Nigerian classrooms where examination performance is prioritized, the Grammar Translation Method's emphasis on rules and form may produce greater short-term test score gains than TPR, although communicative or TPR approaches tend to better support long-term communicative competence. Similarly, Inciman Celik et al. (2021) reported that when the focus was on vocabulary development, oral comprehension, or beginner engagement, TPR/TPRS often matches or surpasses translation-based methods, underscoring the importance of aligning instructional methods with specific learning outcomes.

The findings revealed that there was no significant main effect of teaching methods on students' performance in the English language. One possible reason could be that the effectiveness of these methods may not vary greatly for the specific learning outcomes assessed in this study. Students might have similar outcomes regardless of the method used, possibly because the methods were all applied within a relatively short period, limiting their distinct impact on performance. Furthermore, other factors such as the students' prior knowledge, motivation, or the teacher's proficiency with the methods may have played a substantial role in determining performance, overshadowing the difference between the teaching methods. This finding aligns with that of Husanović (2022), who reported no significant effectiveness of the Total Physical Response method in teaching English vocabulary to pre-adolescent learners in an online setting. It however, differs from that of Izhar and Hashim (2022) who reported that students who were taught English through the

grammar-translation method performed better on standardised tests than students who were taught the subject directly at Government Islamia High School Sambrial District, Sialkot; Inciman-Celik et al. (2021), who reported that the Total Physical Response (TPR) model had a "strong" effect size ($ES=1.131$, 95% CI: -0.705 to 3.729) on academic achievement; and also, Isa, et al. (2020) who reported that teachers' methods of teaching have a great effect on students' academic performance in secondary schools in Nassarawa Local Government, Kano.

Another finding revealed that there was no significant main effect of gender on students' performance in the English language. The absence of a significant main effect of gender on students' performance in the English language could be due to the increasing trend towards gender equality in educational opportunities and learning environments. Both male and female students may have had equal access to resources, instruction, and encouragement, leading to comparable performance outcomes. Moreover, any potential gender-based differences in learning styles or attitudes towards English might not have been pronounced enough to impact overall performance significantly. This finding aligns with that of Adigun et al. (2015), whose research indicated that although male students performed slightly better than female students, the difference was not statistically significant. Akinwumi (2017) found that there was no significant difference in the achievement of male and female students between the experimental and control groups in Ekiti State in the English language.

Further findings indicated that there was a significant main effect of school ownership on students' academic performance in the English language. One significant reason for this outcome could be that differences in resources, teaching quality, and learning environments

between public and private schools, which are often influenced by school ownership, can directly impact students' academic performance in the English language. This finding aligns with that of Akinwumi (2017), who found that students in public schools outperformed those in private schools in reading comprehension, particularly in inferring word meanings between the experimental and control groups.

CONCLUSION AND RECOMMENDATIONS

Conclusions

This study underscored the complexity of factors impacting students' academic performance in the English Language. While neither teaching methods nor gender independently influenced performance, the significance of school ownership highlights disparities that may arise from differences in resources, educational environment, or institutional support across school types. The findings called for a focus on school-specific strategies to bridge educational gaps and enhance students' learning outcomes in the English Language.

Recommendations

Given that the study found no significant difference in students' performance based on the teaching method used, it is recommended that educators should focus on tailoring instruction to meet the individual needs of students rather than relying solely on a specific method. Teachers should be encouraged to adopt a blended approach, combining elements from different teaching methods to enhance students' engagement and learning outcomes. Professional development programs should also emphasize the importance of flexibility and adaptability in instructional strategies.

Similarly, since gender did not significantly affect students' performance in English Language, it is recommended that schools continue to provide equal opportunities for

both male and female students, ensuring that all students have access to the same high-quality educational resources and support. Educators should be trained to recognize and address any unconscious biases that may still exist, ensuring that all students, regardless of gender, receive equal encouragement and opportunities to succeed in their studies.

In light of the significant main effect of school ownership on students' academic performance in the English language, it is recommended that efforts be made to standardize teaching quality and academic support across both public and private schools. This can be achieved through targeted teacher training programs and the provision of necessary resources to ensure that all students, regardless of the type of school they attend, have access to high-quality English language instruction.

The absence of a significant interaction effect between teaching method and gender suggests that teaching strategies should be designed to be effective for all students, regardless of gender. It is recommended that educators employ gender-neutral instructional practices that do not favour one gender over the other. Teachers should be encouraged to create inclusive learning environments where all students feel equally supported and capable of achieving academic success, regardless of the teaching method used.

Since the interaction between teaching method and school ownership did not significantly influence students' performance, it is recommended that schools focus on the consistent application of effective teaching practices across all educational settings. Both public and private schools should prioritize the professional development of teachers to ensure that high-quality instruction is delivered uniformly. Additionally, educational authorities should consider implementing policies that encourage the adoption of

effective teaching practices across both public and private sectors, thereby minimizing disparities in educational outcomes.

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