

## **Interactive Compact Disc Enrichment Segment and Students' Performance in English Language in Private Secondary Schools in Afijio Local Government, Oyo State, Nigeria**

**Adewole Ajibade, Ph.D.**

**Simiyu Bidemi Daranijo**

*Department of Curriculum and Instruction*

*School of Education*

*Federal College of Education (Special), Oyo, Nigeria*

*and*

**Bilkis Alaba Hameed**

*Department of Language and Communication Education*

*School of General Studies Education*

*Federal College of Education (Special), Oyo, Nigeria*

### ***Abstract***

*This study investigated the extent to which a designed package would improve the performance of students in English language. It also examined whether or not the package would influence the attitude of students towards learning of English Language. This is with the ultimate view of stemming down poor academic performance of students in English. A pre-test control group design was adopted while the population comprised all Senior Secondary School Two (SSS2) students of the purposefully selected three private Schools in Afijio local government, Oyo State. 180 students were randomly selected from three Private Secondary Schools using proportional sampling technique and were assigned to two experimental and a control group. Three research instruments were validated and used in this study. The collected data were analysed using inferential statistic namely Analysis of Variance and T-test. Findings showed that the participants exposed to compact disc enrichment segment performed significantly better than those taught using the conventional method (F-calculated value ( $F_c=56,329$ ) was greater than the table value of ( $f_t$  of 3.04). Result further showed that utilisation of interactive compact disc enrichment segment positively influenced the attitude of students towards English (F-Calculated value*

*(Fc =32.13) was greater the table value of (Ft of 3.04). It was recommended, among others, that government should provide enough funds for designing, production and utilisation of Compact Disc enrichment segment for teaching and learning of English language.*

**Keywords:** *Interactive Compact Disc, Enrichment segment, Compact disc, Packages, Retention ability*

## Introduction

The pre-eminent position of English language in the educational system cannot be overemphasised. Prominence is given to English language as well as Mathematics in the secondary school curriculum than other subjects. More periods are allocated to it on the timetable than other subjects and any school without adequate teachers of English is regarded as an empty school" (Aboderin, 2001). It is the medium of instruction in institutions of learning from the primary school to university level. It is used in Nigeria as an official as well as national language. According to Okobi (2020), English in Nigeria is the language of education, commerce, administration, government, mass media, and official records as well as every form of record. The *National Policy on Education* (2013) stated that the language of instruction in the first three years of primary education is either the mother tongue (MT) or any of the three major languages in Nigeria such as Hausa, Igbo, and Yoruba. From the fourth year, the child uses English as a medium of instruction up to university level or tertiary level.

English language is a compulsory subject in the school curriculum from the primary school to university level. It is a pride for a person to possess competency skill in spoken English in the society. Ajibade (2008) citing Faniran (1996) asserts that English is an important requirement for entry into any of the Nigerian higher institutions of learning. At the higher education levels, English Language is still offered as a course branded in various appellations like "General Studies". It is a prerequisite for award of Diplomas, Nigeria Certificate in Education and other degrees in tertiary institutions.

The teaching of English language in schools is in an awful state of ineffectiveness. The resultant effect is students' poor performance in the subject. This is reflected in the results of students in the Senior Secondary School Certificate Examinations of the West African Examination Council every year. Also, students' performance in English language in internal examinations is not encouraging. Empirical studies reveal that several factors are responsible (Egbowon, 1986; Ayodele, 1986; Aboderin, 1990; Ekundare, 1993; Faniran, 1996; Adebayo, 2001; Ajibade, 2008 and Okobi, 2020). These factors range from poor instructional method, lack of competent teachers, lack of motivation, lukewarm attitude of the government towards teachers' welfare, inadequate instructional materials, to ineffective media of instruction.

Poor performance of learners in English language and in other subject areas generally point to the need for the educational system to make use of skilled manpower and available relevant technology. Alleviating the problem of mass failure in English language

call not for just qualified and dedicated teachers but also for effective utilisation of improved instructional methods and more efficient technology. According to Heinich (1999), technology is the systematic application of knowledge to practical tasks. The various technologies might be classified as either "hard" or "soft" or "processes". Hard technologies are developed through the application of physical science and engineering concepts, resulting in new devices meant to accomplish practical tasks. Examples of hard technology are devices utilised in education such as radio, projectors, television, chalkboards, audio player, video players, computers and disc player. Soft Technologies are information carrier devices such as films, audio tape, video tape, transparencies, diskette, and the interactive instructional compact disc. Methods such as needs assessment and task analysis of various instructional strategies and techniques used in teaching and learning are equally relevant in education.

Current technologies provide broader opportunities for educators and learners, most especially in languages and sciences. These include the World Wide Web (www) educational software (mostly by means of CD-ROM and CD interactive), IRC [Internet Relay Chat], MUD, [Multi User Dungeons], MOO (MUD Object Oriented), MUSH (Multi- User Shared Hallucination), which include hypermedia, simulators, and virtual reality. Most of these technologies allow teachers and students to express themselves or share information in a multisensory fashion especially the hypermedia. Hence, they are mechanism by which instruction can be delivered in an interactive manner. In the words of Shepard (2005), when learners interact with one another, with an instructor, and with new ideas, new information is acquired, interpreted and made meaningful. Such meaningful interaction elicits learner's participation, which are critical to the learning process. Instructors, learners, materials and the technology interface used are components to consider in establishing and maintaining interactions necessary for an effective educational experience. This study used the CD-I [Compact Disc Interactive] technology, which is an interactive compact disk enrichment segment in English language. It is designed for Senior Secondary School Students used in this research.

Interactivity has been in use long before computer programme became a common feature of curriculum materials, through computer programs mostly provide interactive during learning in a classroom. A book can involve interaction between text and learner. Interactivity is broad in meaning depending on the goals of the developer. Hence, it involves the interaction not only between students and software programmes, but also among students and teachers. It is the most important component of Computer-Aided Instruction [CAI].

According to Milheim (1996), interactivity is the two-way communication that occurs between learners and the educational materials that are presented during an instructional lesson. In this sense, materials are provided through an instructional medium to an intended learner, who responded in some ways to this mediated presentation, which, then, in turn, adapts to the learner's responses. Kahveci (2020) observes that interactivity has broader meaning than just being two-way communication between learners and educational materials or active learner in the feedback process. According to him, there are a number of interactivity forms among learners, instructors, and curriculum materials in a real learning environment. It can occur between instructor and students, student and students, and students

and technology. Shepard (2022) opines that when learners interact with one another, with an instructor and with ideas, new information is acquired, interpreted and made meaningful. Such meaning interact that elicit learners' participations are critical to the learning process. Instructors, learner's materials and the technology interface used are components to consider in establishing and maintaining interaction necessary for effective educational experience.

The problem of mass failure in English has been a recurrent decimal over the years, a public concern and caption in the national dailies of which appropriate solution is yet to be proffered. Students' performance in English move from bad to worse despite the various methods used by teachers for lesson delivery. Commenting on students' poor performance in English language, the year 2012, West African Council Chief Examiners report states;

..... Candidate performance was unexplicably disappointing. The cause of the poor performance was due to student inability to read and write simple English structural pattern.

This above assertion is valid. This is evident in the performance of candidates in the May/June 2002-2020 Senior Secondary Certificate Examination results in tables 1 and 2 below.

**Table 1:** English Language result in the SSCE May / June 2002-2010

Year	Total Number of Candidates Examined	Number who Passed with Credit 1-6	Number who has Pass 7	No. who Failed F9
2002	299,881	46,182 (15.40%)	95,362 (31.80)%	158,337(52.80)%
2003	412,588	60,650(14.72) %	128,728 (31.20)%	291,538 (55.50)%
2004	525,294	73,541 (41.00) %	160,215(30.50)%	291,535(55.50)%
2005	286,896	60,3363(21.04) %	199,406(41.62)%	107,127(37.34) %
2006	345,183	34,829(10.09) %	132,481(38.38)%	177,873(51.53) %
2007	514,342	77,334(15.04) %	157,989(30.72)%	279,019(54.20) %
2008	616,923	96,180(15.59) %	201,363(32.64) %	319,380(51.74) %
2009	635,686	102,242(16.09) %	249,112(39.20) %	284,132(44.71) %
2010	510,369	121,444(23.80) %	202,316(23.80) %	186,609(36.56) %

*Source: WAEC, Yaba, Lagos*

From the table above, the highest percentage number of credit passes from year 2002 to year 2010 is 41% while that of value is 55.50%. This will definitely have serious implications on students' admission to higher institutions in the years under review.

**Table 2:** English Language result in the SSCE May / June 2011-2020

Year	Total Entry	Total Sat	Total Credit A1-A6	Total Pass P7- P8	Fail F9	Absent
2011	1,040,104	1,025,027	267,251	316,767	441,009	15,074
2012	925,289	909,888	223,568	298,562	387,758	15,401
2013	939,507	929,271	269,824	320,185	314,225	10,236
2014	844,540	833,204	252,271	257,054	323,879	11,336
2015	1,080,162	1,064,587	272,922	371,095	393,201	15,575
2016	1,179,523	1,154	375,001	39,994	342,311	15,575
2017	1,270,137	1,252,570	379,831	466,378	379,006	17,576
2018	1,292,910	1,274,166	446,285	405,942	400,126	18,744
2019	1,373,009	1,255,725	563,294	400,424	314,965	17,284
2020	1,351,557	1,307,745	459,404	407,722	405,677	43,812

*Source: WAEC, Yaba, Lagos*

In year 2011 to 2020, only 45%, 404 students had credit A1 – C6 passes in various subjects while 43, 812 had F9. Based on this performance, there was improvement in Credit Passes rate than that of the previous years. More students would be admitted into higher institutions to study courses of their choice.

From tables 1 and 2 above, it is obvious that there is downward trend in the percentage of candidates with credit passes. The government through the ministries of education at the state and federal levels had made frantic efforts by utilising the resources within their reach to improve students' performance in English, but all to no avail. Commenting on the poor performance of students in English language, the year 2013 West Africans Examinations Council Chief Examiner reports remarks.

Method of teaching is very vital. The way a teacher presents the subject matter to the learners make them like or dislike the subject. It also generates in the learners a love for schooling or alienates them from it. It also goes a long way in facilitating proper master of the topic taught,

.... the performance of the candidates in English varied from good average poor to very poor. The general performance was not very impressive.

It is against this background that this study attempts to find out if the use of packaged interactive compact disc enrichment segment for teaching and learning of English language will bring about significant improvement in students' performance.

According to Okobi (2020), English lesson developed in packages for instructional purposes can be used to drill students to repeat sentences that are unconnected in meaning and structure such as substitution, expansion, reduction and controlled expansion. This will enhance a better understanding and learners will be able to clarify the "not-well-clear" areas.

Striven (1997) comments that lessons developed in instructional package give room for uniformity of delivery where many classes are exposed to the same materials at different periods. Instructional packages when used in class provide series of experiences for learners with such experiences; an opportunity is given to slow learners to acquire language as well as the fast learners. Instructional packages can be used to remove boredom and bring learning to the doorstep of the learners who do not have access to the classroom teacher. Interactive compact disc enrichment segment on the other hand can be used for individualised instruction. It is a software, which can be used with various complementary hardware such as the disc player, audio player, television and computer. It is very cheap to afford and easily available. The disc is a viable material for conversational practice.

A student can listen to conversation in structure of English, repeat it and produce its own for proper mastery. The disk is light, not bulky. The students can carry it from one place to another. Besides, electricity, it has alternative sources of power supply which are the battery, the solar, and the inverter, thus users can carry it to a far distance. Users can record, forward, and rewind to listen to the "not well clear" areas for avoidance of ignorance. The student can record a version of the lesson and listen to it at his leisure period. Commenting on the advantages of interactive compact disc in instruction, Ogbona (2016) asserts that its utilisation will serve as a stimulus and improve the quality of instruction so that a larger population of the learners attains mastery of some of learning tasks. Utilising interactive instructional compact disc enrichment segment for teaching and learning of English language in the classroom can encourage active learning, support innovative teaching, help relieve the professional isolation of teachers, and enable users to become active researchers and learners.

The poor performance of Nigerian Senior Secondary School Students in English Language has always excited the educational stakeholders. Students lost substantial marks in the aspect of Phonetics (WAEC, 2011 and 2020). The causes of students' mass failure have been attributed to many factors, such as: students' inability to write effectively in English Language, inability of English Language teachers to use instructional media in enhancing the quality of teaching, poor teaching methods, lack of language laboratory in schools, and many others (Kutigi; Gambari and Gana, 2010). Several researchers in Nigeria (Ofili, 2012; Okobi, 2020) have investigated on the potentials of audio instructional packages but none has identify the effect of interactive compact disc enrichment segment on the academic performance of students in English Language in Afijio Local Government Nigeria. This gap was identified in the review. It is therefore, helpful to carry out an empirical investigation to determine the effect of interactive compact disc enrichment segment on the academic performance of students in English Language in Afijio Local Government Nigeria.

The specific objectives are to:

- i. find out the effect of interactive compact disc enrichment segment on students' performance in English language; and
- ii. find out whether there might be difference in students' attitude towards learning of English language when interactive compact disc enrichment segment is used for instruction.

The following hypotheses were formulated and tested at 0.05 level of significance.

1. There is no significant difference in the academic performance of students in English language when taught with interactive compact disc enrichment segment and those taught using the conventional method.
2. There is no significant difference in students' attitude towards learning of English language with interactive compact disc taught using the conventional method.

## **Methodology**

This study adopted pre-test, post-test control group from experimental and survey research design. The population for the study comprised all Senior Secondary School Two (SS2) students of the private secondary schools in Afijio Local Government Area of Oyo State. The sample was randomly drawn from the population. The sample for the study consisted of one hundred and eighty (180) SS 2 students. The students were randomly assigned to two experimental groups and a control group. The two experimental groups were the Interactive Compact Disc Enrichment Segment Audio (ICDESA) and the Audio Visual (ICDESAV), while the control group consisted of students who were taught using the traditional method. The instruments used for data gathering comprised continuous writing assessment tests (CWAT) and Learners Attitude Towards English Continuous Writing (LATECW) which is a questionnaire comprising twenty (20) items structured in a four point Likert Scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD) to elicit responses from the respondent. These instruments were validated by specialists in various fields of academic disciplines in the Department of Educational Technology, Curriculum Studies and English of Federal College of Education. (Special), Oyo. The reliability of instrument was established and the value of 0.71 was obtained. The researchers trained some teachers as research assistants to assist in administering the questionnaire to the respondent. The study lasted for eight weeks. The experimental groups were exposed to the interactive compact disc enrichment segments (the audio group, the audiovisual group) while the control group was taught using the traditional method.

The pre-test featured the administration of the questionnaire on learners' attitude towards English language continuous writing and the English language achievement test. The participants were strictly supervised to collect a reliable data.

After the treatment, the post-test was administered. The content was the same as the pre-test of the first lesson. The first lesson's questionnaire on attitude was also administered again and data was collected. The only difference in the treatment of the three groups was the interactive compact disc enrichment segment. The study was guided by two research hypotheses. Data collected were analysed using t-test, ANOVA and Simple Percentage.

## **Results and Discussion**

**Hypotheses One:** There is no significant difference in the performance of students taught English language with Interactive compact disc enrichment segments and those with the conventional method.

**Table 3:** Pre-tests and post-test means and standard deviation scores of participants performance in experimental and control group

Test	Group	N	$\bar{X}$	SD
Pre Test	ICDESA	60	33.3	11.0
	ICDESAV	60	33.5	8.5
	CONTROL	60	33.3	10.7
	<b>Total</b>	<b>180</b>	<b>33.4</b>	<b>10.2</b>
Post Test	ICDESA	60	55.1	13.2
	ICDESAV	60	64.8	11.1
	CONTROL	60	39.3	6.8
	<b>Total</b>	<b>180</b>	<b>53.0</b>	<b>8.7</b>

To determine the entry behaviour of the three groups, the ICDESA, and ICDESAV and Control Group, their pre-test and post-test scores were subjected to the one-way Analysis of Variance (ANOVA), the result is presented in table 2. The scores of the pre-test obtained from the experimental and control groups were not significant. Table 3 indicated that in the pre-test, participants in the ICDESA, ICDESAV and Control groups had a total mean score of 33.4 with a standard of 10.2. At the posttest, after treatment participants in the ICDESA, ICDESAV and control group had a total mean score of 53.0 with a standard deviation of 8.7.

**Table 4:** Difference in pre-test and post-test Means and Standard Deviation scores of participants performance in experimental and control groups

Period	Source of Variance	Sum of Squares	DF	Mean Square	Fc	Ft
Pre-Test	Between Groups	1.56	2	0.78	0.0234	3.04
	Within Group	41026.5	177	231.79		
	<b>Total</b>	<b>41027.76</b>	<b>179</b>			
Post Test	Between Groups	19950.1	2	9975.05	56.329	
	Within Group	31344.3	177	177.09		
	<b>Total</b>	<b>11394.2</b>	<b>179</b>			

*Significant at P<0.05*

As shown in table 4, the scores of pre-test obtained from the experimental and control groups were not significant even though the mean scores were closely related. In order to confirm this observation, one way Analysis of Variance (ANOVA) was used as shown in table 2 above, the result revealed that the FC (F-ratio) of 0.0234 was less than the Ft (F-table) that gave 3.04. This shows that the subjects in the three groups have the same entry behaviour for the study.

The means score and standard deviation value of post-test obtained from the experimental and control groups in table 4 were subjected to one-way analysis of Variance

(ANOVA). These values showed that  $F_c > F_t$ . This is significant at 0.05 level. This implies that there was significant difference in the post-test mean scores of participants in the three groups; hence, the hypothesis was rejected.

**Hypotheses Two:** There is no significant difference in students' attitude towards the learning of English language when taught with interactive compact Disc Enrichment Segment and those taught using the conventional method.

**Table 5:** Pre-test and post-test Mean and Standard Deviation attitude scores of participants in experimental and control group

Test	Group	N	X	SD
Pre test	ICDESA	60	37.1	9.2
	ICDESAV	60	39.3	10.6
	CONTROL	60	37.1	10.7
	<b>Total</b>	<b>180</b>	<b>37.9</b>	<b>10.3</b>
Post Test	ICDESA	60	48.0	12.3
	ICDESAV	60	54.0	14.1
	CONTROL	60	36.6	9.3
	<b>Total</b>	<b>180</b>	<b>53.0</b>	<b>10.1</b>

Table 5 showed that before treatments, participants in the ICDESA had a mean score of 37.1 with a standard deviation of 9.2 while participants in the standard deviation of 10.6. Also, participants in the control group had a mean score of 37.1 and the standard deviation of 10.7. On the other hand, after treatment, participants in the ICDESA had a mean score of 48.0 with a standard deviation of 12.3 while participants in the ICDESAV group had a mean value of 54.0 and standard deviation of 14.1. Similarly, participants in the control group had a mean score of 36.6 and a standard deviation of 9.3.

**Table 6:** ANOVA showing differences in pre-test and post-test Means and Standard Deviation attitude scores of participants in experimental and control groups

Period	Source of Variance	Sum of Squares	Df	Mean Square	Fc	Ft
Pre-Test	Between Groups	844.61	2	422.31		
	Within Group	189509.56	177	946.38	0.446	
	<b>Total</b>	<b>170351.17</b>	<b>79</b>			
Post Test	Between Groups	9508.02	2	4754.01	32.13	3.04
	Within Group	26188.84	177	147.96		
	<b>Total</b>	<b>35696.86</b>	<b>179</b>			

From Table 6, before treatment, the results obtained from the ANOVA showed that the F-ratio calculated of 0.446 was found to be less than the F-table of 3.04 which was not significant at 0.05 alpha level. This result showed that there was no significant difference in

the attitude of the participants towards learning of English language in both experimental and control groups before treatment. This might be attributed to the fact that the groups were not aware of the Interactive Compact Disc Enrichment Segment which has no impact on them. Furthermore, after treatment, the result obtained showed that the F-calculated value [ $F_c = 32.13$ ] was greater than the table value of  $F_t = 3.004$ . This is a clear case of a significant difference between the groups. Among the factors responsible for the change in attitude of these experimental groups was the exposure to the interactive compact disc enrichment segment. There was significant difference in the attitude of these experimental groups taught English language using the interactive compact disc enrichment segment and the control group that was taught without the package. Thus, the null hypothesis two which states that there is no significant difference in the attitude of students taught English language with the interactive compact disc enrichment segment and those taught without was rejected.

Also, an analysis of the “Learners Attitude Towards English Continuous Writing (LATECW)” indicated that 75% of the ICDESA and 89% of ICDESAV attested to the fact that interactive compact disc enrichment segment was desirable in the teaching learning of continuous writing in English language. The percentages were enhanced by the treatment given to those in the two experimental groups. However, only 26% of the control group members actually agreed that the packages were helpful. This portion of the participants could have responded by mere speculation since they were oblivion of what the packages represented, let alone its relevance to the teaching and learning of English language.

### **Discussion of Findings**

The first hypothesis was used to investigate the effect of interactive compact disc enrichment segment and the conventional method of teaching on the performance of students in English language. Hypothesis one stated that there is no significant difference in the performance of students taught English language with interactive compact disc enrichment segment and those taught with the conventional method. Findings revealed that there was a significant difference in the posttest means scores of the students exposed to the interactive compact disc enrichment segments audio, audio-visual and the conventional method. Results further showed that the groups exposed to the packages performed significantly better than the control group. The better performance of the experimental groups could be attributed to the treatment (packages) used to instruct the experimental groups. This result confirms with the findings of Yusuf (1997), Okurotifa (2000), Sofowora (2001), Schmeridernan (2015), Bilgnant and Venter (2016), Ellis and Childs (2019) whose earlier studies reviewed that stimulus materials could enhance significantly the performance of learners.

Hypotheses Two was used to examine the effect of interactive compact disc enrichment segment on the attitude towards learning of English language of the participants in the experimental groups and control groups. Hypothesis two stated that there is no significant difference in the attitude of students taught English language with interactive compact disc enrichment segment and those taught without. Results of the analysis revealed that there was a significant difference in the attitude of students in the two experimental

groups - audio and audio-visual - which were exposed to the learning packages. From the value obtained as shown in Table 5, there was a tremendous increase in the performance of students in the experimental groups at post-test. Students in the control group taught with conventional method did not achieve better. Hence, there was no significant difference in the attitude of students who were taught with the conventional method towards the learning of English language. This result is in line with the previous studies by Alessi and Trollip (1991), Kulik and Kulik (1991), Sofowora (2001) and Bada (2004).

### **Conclusion and Recommendations**

From the findings of this study, it can be said that utilisation of interactive compact disc enrichment segment for teaching English language produce more remarkable improvement on students' performance than the normal classroom method.

The package enhanced the positive attitude of students towards English language learning in private secondary schools in Oyo State.

Based on the findings of this study, the following recommendations are made:

1. Teachers of English language in private and public secondary schools should utilise interactive compact disc enrichment segment for enriching classroom instruction.
2. The Federal, State, Local governments and proprietors should endeavour to provide interactive compact disc enrichment for teaching and learning purposes.
3. Media resource centres should be established at the Federal, State and Local government levels to see to the production, storage and maintenance of the media materials.
4. The government, through the minister of education should make fund available to schools to purchase interactive compact disc enrichment segment as well as train teachers on its production for instructional use.
5. Seminars, workshops conferences and in-service training should be organised for teachers to enable them acquire the necessary skills and update their knowledge in designing, developing, selecting, producing and utilising interactive compact disc enrichment segment for classroom in the teaching

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