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Effects of Cluster E-Learning Teaching Method on Senior Secondary School Students' Achievement in English Language in Abuja Metropolis, Nigeria

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Abstract

The concern of this study is to improve students' achievement in English language learning through the use CE-L strategy. It has been discovered that language is dynamic, and as a result, we need to try other system of imparting language knowledge to our teaching students since good grades English language is a prerequisite for admission into institutions of higher levels. The fact that the world is on fast lane to embrace technology, hence the need to adopt ICT- oriented method of teaching in a cluster form. The study used quasi-experimental research due to the fact that there was non-random assignment of subjects to the groups since the sampled schools' authority did not allow the classes used to be dismantled so that they can be randomly reconstituted for the purpose of the research (Wiersma and Jurs, 2005). The population for the study was all the senior secondary students in Abuja metropolis. 40 students were randomly selected from 5 SSS, making a total of 200 participants. English achievement test (EAT) was used for the study, and after subjecting the instrument to test re-test statistical technique, 0.63 reliability index was found at 0.05 alpha level of significance. The two hypotheses were tested using analysis of variance (ANOVA) and t-test statistics respectively. Statistically, significant values were accepted at $\alpha = 0.05$ alpha level of significance. The result of the finding therefore makes it imperative to surmise that CE-L enhances academic achievement better than conventional methods of teaching, and as a result, CE-L should be entrenched in the teacher education programmes. With this conclusion therefore, it is recommended that language instructors should be exposed to CE-L workshops to enable them functionally apply the system for excellent result-oriented among their students. It is also recommended that ICT should be integrated into the

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teaching of English due to the fact that it enhances students' achievement and makes English lessons more vivid and interesting, among other recommendations.

Keywords: Cluster learning, e-learning, teaching methods and achievement in English language.

Introduction

The Federal Government of Nigeria in its economic blueprint that is otherwise referred to as Vision 20:2020 has set out a long term developmental policy of transforming the country into a visionary industrialised middle income economy by the year 2020. One of the major pillars identified to drive home this transformation is quality and accessible education to her citizens (Gok, 2007). English language, the medium of instruction in Nigerian schools according to Olasehinde, (1993) is one of the languages most widely used among the giving languages in the world today. It is needed for access to at least one half of the world's scientific literature. It is intimately associated with technological and economic development and it is the main language in which international aids are negotiated. English language is one of the key subjects that would make a contribution towards the realisation of these Vision 20:2020 objectives because its knowledge is made felt in virtually all sectors of education, politics, economy, including agriculture, industries and even medicines, among several other human endeavours. But to students, English language has become an almighty subject, a subject that makes students get the jitters. Quite unfortunately, out of all the subjects on the secondary school curriculum, Bello and Lawal (2015) observe that it is English language that does record the most woeful and heart-rendering results in public conducted examinations, whereas performance in other art subjects such as Literature in English, Religious Studies, Commercial Subjects and even science subjects all depend on English language as the only medium of instruction. Bello states further that even the traditionally dreaded subject Mathematics as well as some science subjects in spite of all the calculations, has in recent times been recording a much better performance than English.

This poor performance of students in English year-in-year-out has become a source of worry, anxiety and concern to all especially language researchers, even though English language is the medium upon which all subjects of the school curriculum are taught/learned, just as Adegbija (1994) observes that English is the language of education in almost all subjects of the curriculum except in a few cases in the teaching of indigenous languages. In line with the above, Ayowale (2004) observes that whenever the results of the Senior School Certificate Examination (SSCE) are released some subjects record as high as a hundred percent success but many students "spoil" the result by obtaining F9 or E8 or D7 in English language. Grade C6, the success point of most students is usually "oasis" of success in a desert of failure.

Ayowale (2004), on the other hand, highlights the following as factors that contribute to the poor performance of students in English language:

- i. students' negative attitude to their studies – especially English language, a subject many students feel there is nothing to study in it;
- ii. the warped value system of the society which places premium on material wealth thus serving as disincentive to education;
- iii. lack of, or non-availability of libraries in schools;
- iv. loss of reading culture;
- v. lack of reading culture;
- vi. students' low attitude towards the learning of English;
- vii. lack of sufficient numbers of suitably quality teachers;
- viii. non-provision of adequate instructional materials;
- ix. teachers' poor attitude to their duty;
- x. lack of encouragement to teachers, that is denying teachers the opportunities to attend refreshers courses, seminars, workshops and other incentives that can make for efficient and effective performance;
- xi. poor and, or inadequate salary to teachers;
- xii. lack of commitment, dedication and devotion on the part of the teachers;
- xiii. lack of suitable or approach textbooks; and

- xiv. building confidence in students for assistance during examinations by the school.

In lending credence to the above, Bello and Lawal (2012) also posit that other factors responsible for the poor performance in English include shortage of specialist teachers, overloaded syllabi, poor methods of teaching and lack of language laboratories in secondary schools and some tertiary institutions. Other problems include lack of incentives and motivations to both teachers and learners as well as other problems inherent in students which are referred to as personality factors such as students' attitudes to English language, their aptitude, intrinsic motivation and introversion or extroversion factors. Rather than having a teacher to serve as a dispenser or custodian of knowledge and facts in teaching/learning process, Constructivists believe that a teacher should serve as a facilitator who attempts to structure an atmosphere or environment in which the learner sees, organises and acquires meanings on a personal level (Cooper and Robinson, 2002). This implies that a teaching strategy that involves students actively is more likely to lead to meaningful learning as opposed to conventional methods of teaching. Bello (2011) is of the opinion that learning is influenced by various factors such as teacher personal factors, individual learners' characteristics, learners' home background, and teaching strategy used in the class by the teacher (the teachers training and experience determine the teaching strategy a teacher uses and how effective he is).

Teachers usually act as the dispensers of knowledge while learners listen and try to understand and remember what is learnt. Bello and Lawal (2012 and 2015) observe that teacher-centred approach cannot stand up to the challenges of the new demands and objectives of learning English language because it does not actively engage learners in authentic and meaningful learning activities. Based on this, United Nations Educational, Scientific and Cultural Organisation (UNESCO) (1986 and 1996) argues that a fresh look at new teaching approaches should be taken. Owing to this, cluster (interactive or cooperative) learning then becomes expedient. Cluster instruction or strategy allows learners to cognitively rehearse and relate course materials into existing mental

schema to produce a deeper level of understanding. When people work together, there is a great deal of modeling, cognitive development, feedback and perceptive discussion which emerges as learners are able to explain and receive explanations from their colleagues. Cooper and Robinson (2002) argue that cooperative learning is a pedagogical approach where learners are encouraged to work together to help one another learn in clusters. In cooperative or interactive learning, learners are placed in small manageable groups while considering their gender and academic ability under the auspicious of the teacher who is more of an instructor than a teacher. Each individual member of the group contributes to, and is accountable to the success of the group. This encourages members to explain difficult concepts to one another so that the group gets good grades at the end of the lesson. While supporting the above, Bello (2008) agrees that cluster learning allows learners to learn at their own pace which leads to self-discovery, self-satisfaction, self-esteem and creates self-confidence. Klein (2004) argues that when students have opportunities to interact among themselves, teachers and the materials, knowledge and skills are acquired, and learning becomes more real for both sexes.

Similarly, Bello (2011) carries out a study in inquiry method and students' academic achievement in English in Kwara State, Nigeria, and the Mean score of the female students taught using inquiring teaching methods was 83.66 with a Standard Deviation of 7.09 while the male group taught using the same inquiry teaching method had a Mean achievement score of 56.08 with a Standard Deviation of 10.097. Going by the analysis carried out on these scores, the Z calculated was 15.31 while the Z critical was 1.96 at 0.05 alpha level of significance. Using the rule of decision, since the calculated value was greater than the critical value, the null hypothesis was therefore rejected. This implies that the inquiry method favoured the females more than the males in English achievement.

Another study conducted by Bello (2008) through teacher professional development (TPD) compares the effects of traditional (conventional) and cluster class experiment learning strategies on selected students' achievement and motivation in secondary school

English and do
achievements in
experiment with
English than those

Table 1
schema in cluster
B. Section A suggests
while section B
section A:

SECTION A

What should the
teacher be?

What should the
doing?

How can the
the lesson be
materials be
motivating for

How should
arrangement of
the classroom

How can the
all learners be
ensure the
participating

How does it
into account
all the learners

How does
maintain
control of
without
desired results
learners?

English and discovers a significant difference in students' achievements. Learners who were taught using cluster class experiment method were found to have higher achievements in English than those taught using traditional methods.

Table 1 below presents a preview of teacher/learners' schema in cluster learning. The table is divided into sections A and B. Section A suggests what the teacher/the learning tone should be while section B contains the responses to the questions asked in section A:

SECTION A	SECTION B
What should the role of the teacher be?	The teacher leads the learners to discover things and learn at their own pace.
What should the learners be doing?	Learners to think and find out things independently according to their level of understanding.
How can the teachers make the lesson topics and the materials relevant and motivating for learners?	The teacher must provide familiar aids so that the lesson will be more vivid for them to make self-discovery
How should the sitting arrangement be organised in the classroom?	Chairs and tables to be arranged to make free movement in the group.
How can the teacher involve all learners in activities, and ensure that all are participating actively?	The teacher assigns roles to individual learners to make them have sense of belonging.
How does the teacher take into account the feelings of all the learners?	The teacher will be able to know the feelings of learners through their actions via the roles played by individuals.
How does the teacher maintain discipline and control during lessons without destroying the desired relationship with learners?	The teacher can maintain discipline by using the 3F qualities of being free, fair and firm with the learners.

In another vein, figure 1 below shows some of the possible benefits that usually come from learner-centered approach through the use of cluster learning:

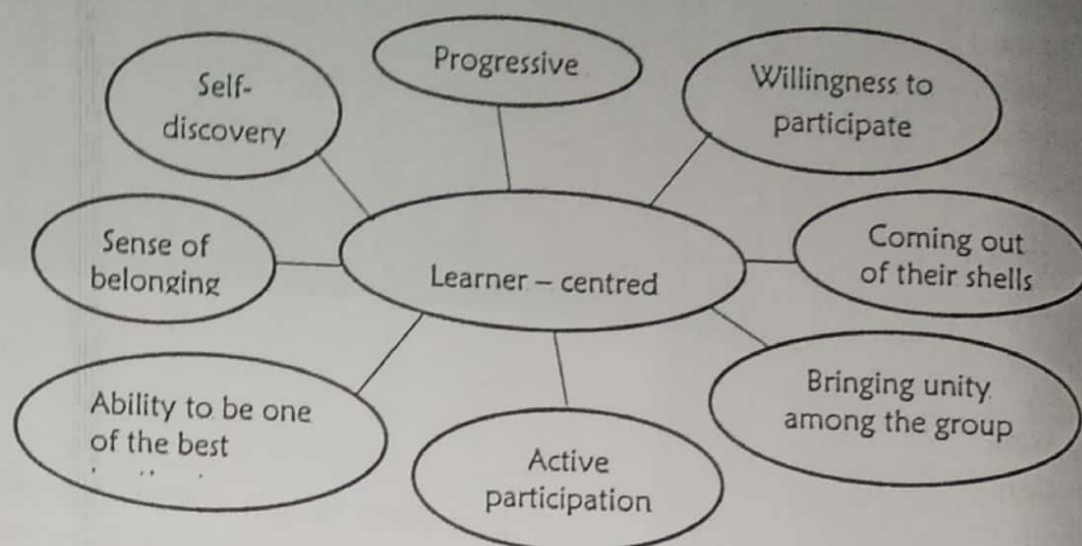


Fig. 1: Researcher-designed benefit of learner-centred approach

E-learning as a term is an abbreviation of electronic learning which is the process of using electronic media such as the internet, CD ROMS, DVDs or other mobile devices such as MP3 player and PDAs (Personal Digital Assistants) for educational purposes. The National Science Teachers' Association (NSTA) (2007) of America supports and encourages the use of e-learning experiences for science students as well as for science educators engaging in professional development. Based on this, the lubricants of all, and the medium of instruction in Nigerian Schools, English language is not left out in the use of e-learning as a strategy for effective cluster or collaborative learning. Adesiyan (2011) on the other hand advocates blended learning which is a combination of e-learning and face-to-face learning together in cluster learning for better performances/result. However, e-learning is not solely confined to distance-based online courses and instruction where the learners and the instructors are separated by space and time, but considers the following experiences to be within the scope of e-learning. The traditional classroom instruction that incorporates the planned and

efits
use

effective use of collaborative and, or interactive digital tools and resources, blended learning experiences that incorporate various combinations of technology-mediated and traditional instruction and distance delivery courses or programme.

Cluster or interactive learning by using animations and simulations for abstract topics where students become more active in their learning provides opportunities for students to construct and understand difficult concepts more easily. Appropriate simulation and applications based on simulations generally accelerate learning by allowing students to express their real reactions easily and freely. In corroborating the assertion above, Tuysuz (2010) submits that better designed simulations provide learners the opportunities to express their cognitive style and to choose from the computer screen. Tuysuz asserts further that complex information given to students is simplified by technology and provides learners the opportunities to learn clusterly or interactively by doing. Similarly, Dede, Brown-L'Bahy, Ketelhut and Whitehouse (2004) submit that e-learning is an increasingly prevalent, viable and fully recognised strategy of pedagogy, just as NSTA advances several reasons for supporting e-learning as a component of individual's experience in learning science in the 21st century:

- a. it is seen as an effective way to providing access to certain pedagogical concepts;
- b. it makes less the work of instructors;
- c. it allows learners to explore the internet with the assistance of their group members/mates instead of some possible harsh directives from the teachers;
- d. it brings the learners together thus learning at their own pace;
- e. it affords learners the opportunity to gradually come out of their shells;
- f. it makes learning more indelible through the strategy of exploration which may lead to self-discovery;
- g. it gives room to equitable access to high quality concepts, content, learning experiences by

overcoming the barriers of place and time (according to Linn and His, 2000):

- h. it encourages a greater member of teachers in continuous and high quality professional confidence; and
- i. interaction among peers gives them more confidence in themselves, among several other benefits

Similarly, Wachanga (2002) compared the effects of traditional and co-operative class experiment learning strategies on students' achievement and motivation in secondary school Chemistry and found significant difference in their achievement. Students who were taught using co-operative class experiment methods were found to have higher achievement in Chemistry than those taught using traditional methods. In Wachanga's study, group rewards were based on the individual learning as a group member. This made each member of the group to master the content and participate actively in the group discussion in order to boost their group grade. Positive interdependence was also emphasised which made students to take more time explaining various concepts to one another. This made the CE-L teaching strategy to have positive influence on their achievement. In another development, Arman (2013) carried out a study on the effectiveness of information and communication technology (ICT) approach on students' 8th grade achievement in Mathematics in Palestine schools. He examined an experimental group of 48 students after studying a course that integrated the use of ICT in instruction. The students' achievement was examined before and after the experiment. The result indicated that there was an increase Mean scores by a gain value of 8.94 after the ICT intervention. There was a significant difference in achievement at $P = 0.05$ level between the Mean scores of the pre-test and post-test.

In another instance, Opara (2011) finds in his research that there is no statistically significant difference between the achievement of boys and girls who are exposed to CE-L teaching strategy. Evidence available indicates that boys' performance in Science subjects is better than that of girls. The CE-L teaching

strategy therefore appears to help overcome gender disparity in achievement. In a study aimed at improving the participation and performance of girls in science and Mathematics in primary and secondary schools, it was reported that girls' achievement is much lower than that of boys' achievement partly due to their poor attitude towards Science subjects. In another instance, Opara (2011) carried out a study in Granada, Spain on inquiry methods and students' academic achievement in Biology. The students in the control groups were taught using conventional methods (lecture) while the experimental group students were taught using the inquiry method. He found that the Mean score of the students taught using inquiry method was 54.3 with a Standard Deviation 10.54, while the control group that was taught using conventional method had a Mean achievement score of 24.3 with a Standard Deviation 4.95. The Z calculated for these Means was greater than the Z critical, and therefore the null hypothesis was rejected, implying that inquiry teaching method was considered superior to conventional teaching methods. Opara asserts further those students who learn in co-operative groups in the laboratory scored higher in achievement than did students who learned through conventional methods.

Statement of the Problem

A noticeable area where English is formally and seriously viewed at is in the field of academics. Adequate knowledge of English as medium of instruction in academic area calls for concerted efforts by students if they are to succeed in their educational pursuit. Based on this, various means of pedagogy need to be employed to make teaching and learning of English more suitable, interesting and worthwhile. As a result, this researcher is aware of some scholars using various methods in teaching English language, but as far as this researcher is concern, none of these studies has specifically examined how cluster e-learning teaching method has contributed to senior secondary school students' achievement in English language. This gap is the problem which this study has addressed.

Purpose of the Study

This study aimed at determining the effects of using cluster e-learning teaching strategy on senior secondary school students' achievement in English studies. The study also found out if there was a general difference in achievements in English studies via the use of cluster e-learning.

Research Hypotheses

The following hypotheses were generated and tested to give this study a focus:

- Ho₁: There is no statistically significant difference in achievement scores between students exposed to cluster e-learning and those exposed to conventional teaching method.
- Ho₂: There is no statistically significant gender difference in achievements in students exposed to cluster e-learning teaching strategy.

Methodology

This study used quasi-experimental research due to the fact there was non-random assignment of subjects to the groups since the school authority would not allow the classes to be dismantled so that they can be randomly re-constituted for purpose of the research (Wiersma and Jurs, 2005). The population for the study was all the senior secondary school students (SSS) in Abuja Metropolis. 40 students were randomly selected from 5 SSS, making a total 200 samples. English achievement test (EAT) was the instrument used for this study, with 0.63 as reliability index. The two hypotheses were tested using analysis of variance (ANOVA) and t-test respectively. Solomon Four non-equivalent control group design was adopted as follows:

Group I	O ₁	X	O ₂
Group II	O ₃	-	O ₄
Group III	-	X	O ₅
Group IV	-	-	O ₆

Key: O₁ and O₃ are pre-tests;
O₂, O₄, O₅ and O₆ are post-tests

X is the treatment.

Group I (the experimental group) received pre-test (O_1), treatment (x) and post-test (O_2);

Group II (the control group) received pre-test (O_3) and post-test (O_4);

Group III (the experimental group) received the treatment X and a post-test (O_5);

Group IV (the control group) received the treatment X and a post test (O_6);

Groups II and IV were taught using conventional method.

To control the interaction between selection and maturation the schools were assigned randomly to the control and treatment groups. The schools that were picked to participate in the study were those that have well equipped computer laboratories that gave at least a ratio of one computer to four students in a group. The sampled schools were at least four to five kilometers apart to minimize experimental treatment diffusion. The schools were randomly assigned to the groups as show below:

Group I	(experimental group)	N=42
Group II	(control group)	N=50
Group III	(experimental group)	N=50
Group IV	(control group)	N=58

The English achievement test (EAT) was researcher-designed and was given to experts for validation and upon whose corrections the final draft of the EAT was written. The researcher in collaboration with computer programmers developed an instructional module which the teachers used during the treatment period. Teachers of the experimental groups were inducted on what to do while in class to ensure gender sensitivity and balance in participation in learning activities. Similar attention and equal treatment were given to both boys and girls, this gave them the chance to interact freely, thus boys asking questions from girls and vice versa.

Data Collection

Before the commencement of the cluster e-learning (CE-L), groups I and II were pre-tested. This was followed by a three week CE-L intervention for the experimental groups. Shortly after the intervention, EAT was administered to all the four groups by the researcher with the assistance of English language teachers in respective schools. The students' pre-test and post-test responses were scored to enable the researcher generate data for analysis.

Data Analysis

Table 2: Independent sample of t-test of the pre-test scores of English achievement test (EAT)

Group I N=42, Group II N=50

Variables	Group	Mean	SD	t-value	P-value
EAT	1	6.65	2.66	2.87	0.066
	2	5.28	2.39		

Results in table 2 show the pre-test of EAT Mean scores and the independent sample t-test results for groups I and II. The results of the t-test of pre-test scores show that there was no significant difference between groups I and II which is 2.87 at 0.05 alpha level of significance. This is an indication that the two groups were comparable.

Effects of CE-L on students' achievement in English Studies

In determining the relative effects of cluster e-learning (CE-L) teaching strategy on students' achievement in English language, an analysis of students' post-test scores in EAT was carried out. The Mean Scores for groups I, II, III and IV were 30.75, 16.99, 33.19 and 17.49 respectively.

Table 3: Analysis of variance (ANOVA) results of the post-test scores of English achievement test (EAT)

	Sun of Square	Df	Means Score	F	P-Value
Between Groups	11229.89	3	3799.29	62.83	0.00
Within Groups	13300.59	210	59.00		
Total	24530.48	213			

Results in table 3 show that there was a significant difference between the Mean of F62.83 at 0.05 alpha level of significance. This therefore prompted further tests otherwise known as post Hoc on the group Mean to find out where the differences occurred. There were several Post-Hoc tests in use depending on the comparison of interest. Use of Bonferroni procedure with $\alpha=0.05$ for instance guarantees that the probability of any false rejection among all comparison made is not greater than 0.05. This is a much stronger protection than controlling the probability of a false rejection at 0.05 for each separate comparison. Table 4 below presents the results of Bonferroni post-Hoc test:

Table 4: Post-Hoc Comparisons Results of the EAT Post-test Means Score

(k) Group	(L) Group	Mean Difference (K-L)	P- Value
Bonferroni 1	2	13.89*	0.00
	3	-51	1.00
	4	12.12*	0.00
2	1	-13.89*	0.00
	3	-14.40	0.00
	4	-1.78	1.00
3	1	51	1.00
	2	14.40*	0.00
	4	12.46*	0.00
4	1	12.12*	0.00
	2	1.78	1.00
	3	12.46*	0.00

* = The mean difference is significant at $P < 0.05$.

The results in table 4 show that the pairs of EAT Mean scores of groups 1 and 2; groups 1 and 4; groups 2 and 3; groups 2 and 4; groups 3 and 4 were significantly different at 0.05 alpha level.

However, experiment and control groups 1 and 3 and 2 and 4) were not significantly different as such, the results of the experience groups had a statistically significant difference when compared with the control groups. The results therefore indicate that the EAT pre-test did not interact significantly with the treatment condition, other than that; the groups that took the pre-test would have obtained significantly different results from those that did not take the pre-test. The results also show that the pre-test did not interfere with the learning of students due to the fact that groups that had pre-test and those who did not also had results that were not statistically different. The results are indicative of the use of CE-L teaching strategy which resulted in students' achievement than the conventional teaching methods since groups 1 and 3 obtained scores that were significantly higher than those of groups 2 and 4, as such, the null hypothesis one (H_{01}) is rejected.

Table 5: Mean Scores and the Independent Sample t-test result of the pre-test EAT based on Gender

Gender	No.	Mean Score	Standard Deviation	t-value	Df	P-value
Boys	49	7.69	2.59	3.50	85	0.00
Girls	38	4.73	1.63			

Results in table 5 are indicative of differences between pre-test of EAT Mean scores for boys and girls were statistically significant having obtained t-value of 3.50 at 0.05 alpha level. This therefore, shows that boys and girls were not at the same level of achievement in English studies at the beginning of the treatment. The boys had significantly higher Mean achievement scores compared to those of the girls.

Table 6: Independent Sample t-test of the post-test of EAT scores of boys and girls exposed to CE-L

Gender	No.	Mean Score	Standard Deviation	t-value	Df	P-value
Boys	49	31.88	9.19	1.25	85	0.22
Girls	38	29.07	8.37			

The results in table 6 above show that there was no statistically significant difference between the Mean scores of boys and girls after the treatment having got t-value of 1.25 at 0.05 alpha level. Based on this, the null hypothesis two (H_{02}) is therefore accepted, thus indicating that the use of CE-L bridges the gender gap in English studies achievement.

Discussion

Finding of analysis in table 2 above indicates that 2 show the pre-test of EAT Mean scores and the independent sample t-test results for groups I and II. The results of the t-test of pre-test scores show that there was no significant difference between groups I and II which is 2.87 at 0.05 alpha level of significance. This is an indication that the two groups were comparable. This finding negated the finding of Arman (2013) who carried out a study on the effectiveness of information and communication technology (ICT) approach on students' 8th grades achievement in mathematics in Palestine schools. He examined an experimental group of 48 students after studying a course that integrated the use of ICT in instruction. The students' achievement was examined before and after the experiment. The result indicated that there was an increase Mean scores by a gain value of 8.94 after the ICT intervention. There was a significant in achievement at $P = 0.05$ level between the Mean scores of the pre-test and pot-test. Results in table 3 show that there was a significant difference between the Mean of F62.83 at 0.05 alpha level of significance. The result of the finding however tallies with the finding of Arman (2013) who carried out a study on the effectiveness of information and communication technology (ICT) approach on students' 8th grades achievement in mathematics in Palestine schools. He examined an

experimental group of 48 students after studying a course that integrated the use of ICT in instruction. The students' achievement was examined before and after the experiment. The result indicated that there was an increase Mean scores by a gain value of 8.94 after the ICT intervention. There was a significant in achievement at $P = 0.05$ level between the Mean scores of the pre-test and post-test. Results in table 3 show that there was a significant difference between the Mean of F62.83 at 0.05 alpha level of significance, in spite of its negation with the finding in table 2.

The results in table 4 show that the pairs of EAT Mean scores of groups 1 and 2; groups 1 and 4; groups 2 and 3; groups 2 and 4; groups 3 and 4 were significantly different at 0.05 alpha level. The results here negated Wachanga (2002) who compared the effects of traditional and co-operative class experiment learning strategies on students' achievement and motivation in secondary school chemistry and found significant difference in their achievement. Students who were taught using co-operative class experiment methods were found to have higher achievement in chemistry than those taught using traditional methods. In Wachanga's study, group rewards were based on the individual learning as a group member. This made each member of the group to master the content and participate actively in the group discussion in order to boost their group grade. Positive interdependence was also emphasised which made students to take more time explaining various concepts to one another. This made the CE-L teaching strategy to have positive influence on their achievement. Results in table 5 are indicative of differences between pre-test of EAT Mean scores for boys and girls were statistically significant having obtained t-value of 3.50 at 0.05 alpha level. This therefore, shows that boys and girls were not at the same level of achievement in English studies at the beginning of the treatment. The boys had significantly higher Mean achievement scores compared to those of the girls. This result speaks in contrast with the finding of Opara (2011) who finds in his research that there is no statistically significant difference between the achievement of boys and girls who are exposed to CE-L teaching strategy. The CE-L teaching strategy therefore appears to help

overcome gender disparity in achievement. In a study aimed at improving the participation and performance of girls in science and Mathematics in primary and secondary schools, it was reported that girls' achievement is much lower than that of boys' achievement partly due to their poor attitude towards Science subjects.

The results in table 6 above show that there was no statistically significant difference between the Mean scores of boys and girls after the treatment having got t-value of 1.25 at 0.05 alpha level. Based on this, the null hypothesis two (H_{02}) is therefore accepted, thus indicating that the use of CE-L bridges the gender gap in English studies achievement. This result also negates the finding of Opara (2011) who carried out a study in Granada, Spain on inquiry methods and students' academic achievement in Biology. The students in the control groups were taught using conventional methods (lecture) while the experimental group students were taught using the inquiry method. He found that the Mean score of the students taught using inquiry method was 54.3 with a Standard Deviation 10.54, while the control group that was taught using conventional method had a Mean achievement score of 24.3 with a Standard Deviation 4.95. The Z calculated for these Means was greater than the Z critical, and therefore the null hypothesis was rejected, implying that inquiry teaching method was considered superior to conventional teaching methods. Opara asserts further those students who learn in co-operative groups in the laboratory scored higher in achievement than did students who learned through conventional methods.

Conclusion

Going by what we got from the finding of the study, we therefore conclude that the CE-L teaching strategy enhances students' achievement in language learning compared to conventional methods of teaching, and similarly, gender does not affect students' achievement in English language learning when they are taught using CE-L strategy, as such, CE-L has bridged the gender disparity in achievement.

Recommendations

Having realised the effectiveness of CE-L strategy, it is therefore recommended that language instructors should be exposed to CE-L workshops to enable them functionally apply the system in their teaching for excellent result-oriented among their students. It is also recommended that ICT should be integrated into the teaching of English due to the fact that it enhances students' achievement and makes English lessons more vivid and interesting, among other recommendations.

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