



Effect of Instructional Video Model Package in Teaching and ... Shehu, S. A. & Sambo, S. A. (2026)

Effect of Instructional Video Model Package in Teaching and Learning of English-and - Communication Skills among Undergraduate Public University Students in Northwest, Nigeria

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Abstract

*This research, titled " Effect of Instructional Video Model Package in Teaching & Learning of English- and-Communication Skills among undergraduate Public University students in Northwest, Nigeria," investigated the efficacy of a localized video model in addressing problematic content areas of course. The study followed a quasi-experimental design (pre-test, post-test non-equivalent control group) and design-based research approach. It was guided by four research objectives and four research questions, out of a population of 30,079 first-year students, a sample of 297 was selected, with 183 students in the experimental group (FUG) and 114 in the control group (FUDMA). Data were collected using five performance tests: Grammatical Concord Performance Test (GCPT), English Tenses Performance Test (ETPT), Sounds of English Performance Test (SEPT), Written Composition Performance Test (WCPT), and Public Speaking Performance Test (PSPT), with a reported internal consistency reliability index of ($r=0.82$), ($r=0.88$), ($r=0.79$), ($r=0.85$), and ($r=0.81$) respectively. Data analysis employed Mean, Standard Deviation, *t*-test, and ANOVA. Findings revealed that the instructional video model significantly improved academic performance across all five problematic areas compared to the conventional method. Furthermore, no significant differences were found based on gender or course of study. Recommendations include the systematic integration of instructional video models into university curricula and providing lecturers with training in digital pedagogy to enhance language mastery.*

Key words. Instructional Video, Model, Strategy, English & Communication Skills

Introduction

English currently holds an undeniable preeminent status as the global lingua franca, functioning as the essential medium for international communication across virtually every domain, including scientific research, technological development, diplomatic engagement, and transnational commerce (Crystal, 2022). This omnipresence means proficiency in English serves as a critical gateway, granting cognitive and professional access to the vast majority of global knowledge production and economic activity. Its standardized use facilitates complex international collaboration and information exchange that underpins modern globalization, solidifying its role not just as a common tongue, but as the primary operating language of the 21st century world system. In Nigeria, a vastly multilingual nation boasting over 500 indigenous languages, the role of English transcends that of a mere colonial inheritance; it functions as the official language of governance, administration, and, most crucially, the principal vehicle of instruction throughout the entire educational system (Adegbite, 2023). Consequently, achieving mastery of English and strong communication skills is far more than an academic formality; it is a fundamental determinant of social mobility, providing cognitive access to the curriculum and global knowledge stores, and establishing professional viability in both national and global labor markets. For Nigerian citizens, English proficiency acts as the indispensable linguistic capital necessary to navigate the country's diverse sociopolitical landscape and secure competitive employment opportunities.

Despite the institutional centrality of English as the language of instruction and administration, empirical research (Jirgba & Abon, 2025) consistently documents significant deficiencies in English proficiency among Nigerian learners, particularly within the tertiary education system. This widespread challenge is not merely anecdotal; for instance, Jirgba and Abon (2025) study involving polytechnic graduates across Northern Nigeria revealed that a majority exhibited significant impairments in both written expression and oral fluency. These linguistic shortcomings translate directly into real world consequences, demonstrably negatively affecting their employability and long-term career progression, highlighting a critical gap between educational inputs and market demands. The issue extends across the entire tertiary landscape. The National Universities Commission (NUC, 2022) has underscored this problem, formally noting that a large proportion of university students graduate without achieving functional competence in academic discourse, despite the



Effect of Instructional Video Model Package in Teaching and ... Shehu, S. A. & Sambó, S. A. (2026)

mandatory completion of required English and communication skills courses. This pervasive failure to instill practical linguistic competence, even after formal instruction, underscores a deep-seated systemic crisis in language education. It suggests that current teaching methodologies, curriculum design, and assessment practices are failing to meet essential learning outcomes, thus demanding an urgent and comprehensive pedagogical reevaluation to bridge the gap between policy expectations and student performance. To address this widespread linguistic challenge, all Nigerian universities mandate a foundational course, typically titled Use of English or Communication Skills. This course is explicitly designed as a remedial developmental intervention to equip students with the essential linguistic tools required for effective academic writing, critical reading, effective speaking, and active listening (Dahunsi, 2017). The curricular intent is to bridge the gap between secondary school preparation and the complex demands of university level academic work. In practice, however, this mandatory course often fails to achieve its transformative potential. Research (Salami, 2020) indicates that English and Communication instruction frequently remains entrenched in outdated, teacher-centered methodologies, characterized by abstract grammar drills, rote memorization, and decontextualized exercises. This methodological stagnation contributes significantly to student disengagement and a profound motivational deficit, leading students to perceive the course as a procedural hurdle rather than a valuable skill building opportunity (Nnamdi, Eruchalu & Akaruese, 2017).

Several content domains within the English and communication skills curriculum are consistently identified as "problematic areas" (Ogunmodinu, 2019; Auta & Afolabi, 2023) due to their high cognitive load and low rates of student mastery. Grammar stands out as a persistent challenge, with misconceptions regarding subject-verb agreement (concord), tense consistency, passive constructions, and relative clauses remaining prevalent among learners (Ogunmodimu, 2019). Compounding this issue, some lecturers themselves demonstrate inconsistent application of grammatical rules, inadvertently modeling incorrect usage and contributing to the fossilization of linguistic inaccuracies (Auta & Afolabi, 2023). Equally problematic are academic writing mechanics, including punctuation, paragraph structuring, and textual coherence. Studies (Adewale, 2018; Okoro & Abiola, 2021) have shown that a substantial percentage of students struggle with comma splices, run on sentences, and inadequate topic sentence development (Adewale, 2018). Furthermore, many students fail to maintain thematic unity across paragraphs, resulting in fragmented and illogical arguments (Okoro & Abiola, 2021). This deficiency is exacerbated by pedagogical approaches that assess writing summatively rather than developing it iteratively through revision and feedback cycles (Epepe, 2022).

In response to these pervasive challenges, Information and Communication Technologies (ICTs) have emerged as a promising avenue for pedagogical innovation. E-learning platforms, mobile applications, and digital multimedia offer scalable solutions for delivering personalized and engaging instruction that can overcome the constraints of overcrowded traditional classrooms (Chiedu & Ohwonohwo, 2021). ICT-mediated learning is argued to "democratize access to knowledge" by allowing learners to revisit complex concepts at their own pace, supporting differentiated instruction in heterogeneous learning environments (Akande, 2020). Instructional video, in particular, holds significant potential for addressing the identified problematic content areas. This approach is grounded in Mayer's (2021) Cognitive Theory of Multimedia Learning (CTML), which posits that video-based instruction leverages dual channel processing (visual and auditory) to reduce cognitive load and enhance schema formation. By enabling segmentation and self-pacing—allowing students to pause, rewind, and replay difficult segments—videos facilitate deeper information integration until mastery is achieved. Empirical evidence (Akande & Adebajo, 2023) from Nigerian educational contexts supports these theoretical advantages. Research on undergraduates suggests that those who regularly utilize platforms like YouTube for supplementary study score significantly higher in final examinations. Furthermore, quasi-experimental studies have shown that students exposed to professionally produced instructional videos on grammar and essay writing outperform control groups in postintervention assessments, confirming that well designed video content serves as an effective cognitive scaffold for complex topics (Akande & Adebajo, 2023). Despite its potential, the successful deployment of video-based pedagogy is dependent upon infrastructural readiness and institutional support. Nigeria faces persistent challenges in consistent electricity supply, reliable internet connectivity, and device accessibility, barriers that disproportionately impact northern regions. These realities necessitate the development of context-sensitive models that prioritize offline usability, mobile compatibility, and low data formats to ensure equitable access (Ifeakor, 2021).



Effect of Instructional Video Model Package in Teaching and ... Shehu, S. A. & Sambó, S. A. (2026)

The regional dimension in Northwest Nigeria is particularly salient, where sociocultural and educational dynamics present unique challenges. Studies (Ibrahim, 2018; Yahaya, 2022) in the region have found that negative attitudes toward English such as the perception of it being foreign or unnecessarily difficult are strongly correlated with lower achievement. Furthermore, linguistic interference from dominant mother tongues, coupled with under resourced campuses and limited faculty training in digital pedagogy, further complicates effective instructional innovation (Yahaya, 2022).

Objectives of the study

The major objective of this study is to examine the effect of Instructional Video Model Package in Teaching & Learning of English-and-Communication Skills among Public University students in Northwest, Nigeria The specific objectives are to:

1. Assess whether students taught the grammatical concord using the instructional video model perform better than those taught using conventional Face-to-Face method.
2. Investigate whether students taught the English tenses using the instructional video model perform better than those taught using conventional Face-to-Face method;
3. Find out if students taught the sounds of English using the instructional video model perform better than those taught using conventional Face-to-Face method;
4. Determine if students taught the written composition using the instructional video model perform better than those taught using conventional Face-to-Face method

Research Questions

In line with the objectives, this study is guided by the following research questions:

1. Is there any difference in the academic performance of students taught the grammatical concord using the instructional video model compared to those taught using the conventional Face-to-Face method?
2. Is there any difference in the academic performance of students taught the English tenses problematic content areas using the instructional video model compared to those taught using the conventional Face-to-Face method?
3. Is there any difference in the academic performance of students taught the sounds of English using the instructional video model compared to those taught using the conventional Face-to-Face method?
4. Is there any difference in the academic performance of students taught written composition using the instructional video model compared to those taught using the conventional Face-to-Face method?

Research Methodology

This research follows a systematic process in conducting the study so as to effectively collect, analyse, and report research data, either quantitatively or qualitatively. It adopt a design-based quasi experimental design which aims at developing an instructional video model as an intervention to ease the teaching and learning of difficult content areas of English and Communication Skills in public universities in Northwest Nigeria. Design-based Research (DBR) is a suitable design for the study because it is a core design of the Learning Sciences used to develop "humble" theory by iteratively refining both designs for learning and theory, considering numerous contextual effects (Svihla, 2014). This iterative refinement process, typically conducted in complex contexts like classrooms, is for developing and testing an instructional video model for English and Communication skills while simultaneously developing a localized understanding of its effectiveness within public universities in Northwest, Nigeria. In the study, Quasi experimental procedure will be employed in order to determine the effects of the developed package on the English and Communication skills academic performance of the students under study. This design is often necessary when randomization is not possible which is likely the case when assigning intact groups of students or faculty in public universities to treatment and comparison conditions. By identifying a comparison group that is as similar as possible to the treatment group on baseline, any difference in English and communication skills outcomes can be attributed to the instructional video model, thereby capturing the counterfactual. In this design, the Experimental Group (EG) students will be taught the difficult content areas of English and Communication Skills using Instructional Video Model while the Control Group (CG) will be taught using conventional lecture method for a period of 4 weeks. The design can be schematically represented as follows;

EG ₁	O ₁	X	O ₂
EG ₂	O ₃	CG	O ₄



Effect of Instructional Video Model Package in Teaching and ... Shehu, S. A. & Sambo, S. A. (2026)

Where: O_1 and O_3 are the Pretest observations (measurement of academic performance before the intervention).; X is the Treatment (Instructional Video Model).; CG is the Control Condition (Conventional Face-to-Face Method).; O_2 and O_4 are the Posttest observations (measurement of academic performance after the intervention).

Presentation of Results

Research Question 1: Is there any difference in the academic performance of students taught the grammatical concord using the instructional video model compared to those taught using the conventional Face-to-Face method?

Table 1: Mean Score difference in the academic performance of students taught the grammatical concord using the instructional video model compared to those taught using the conventional Face-to-Face method

Group	N	Mean Performance	Standard Deviation
Experimental (FUG)	183	6.56	1.98
Control (FUDMA)	114	5.76	2.88

Table 1 presents the mean score difference in academic performance between students taught grammatical concord using an instructional video model (Experimental Group - FUG) and those taught through the conventional face-to-face method (Control Group - FUDMA). The experimental group (N=183) achieved a mean performance score of 6.56 with a standard deviation of 1.98, while the control group (N=114) had a lower mean score of 5.76 with a higher standard deviation of 2.88. This indicates that students who utilized the instructional video model performed better than those in the traditional classroom setting, suggesting that the digital model is a more effective tool for teaching grammatical concord.

Research Question 2: Is there any difference in the academic performance of students taught the English tenses problematic content areas using the instructional video model compared to those taught using the conventional Face-to-Face method?

Table 2 Mean Score difference in the academic performance of students taught the English tenses using the instructional video model compared to those taught using the conventional Face-to-Face method

Group	N	Mean Performance	Standard Deviation
Experimental (FUG)	183	15.08	1.81
Control (FUDMA)	114	7.32	7.50

Table 2 details the performance difference for the problematic content area of English tenses. There is a substantial disparity in scores: the experimental group (FUG) recorded a mean performance of 15.08 (SD = 1.81), whereas the control group (FUDMA) recorded a lower mean of 7.32 (SD = 7.50). The data implies that the instructional video model is remarkably superior to conventional methods for teaching tenses, as the students using the video model achieved more than double the average score of their counterparts in the control group.

Research Question 3: Is there any difference in the academic performance of students taught the sounds of English using the instructional video model compared to those taught using the conventional Face-to-Face method?

Table 3 Mean Score difference in the academic performance of students taught the sounds of English using the instructional video model compared to those taught using the conventional Face-to-Face method

Group	N	Mean Performance	Standard Deviation
Experimental (FUG)	183	13.98	1.85
Control (FUDMA)	114	6.23	7.74

Table 3 illustrates the differences in academic performance regarding the sounds of English. The experimental group (FUG) achieved a mean score of 13.98 (SD = 1.85), while the control group (FUDMA) had a mean performance of 6.23 (SD = 7.74). This wide margin suggests that the auditory and visual nature of the instructional video model is highly effective for teaching phonetics and the sounds of language, providing a clear performance advantage over traditional face-to-face instruction.



Effect of Instructional Video Model Package in Teaching and ... Shehu, S. A. & Sambó, S. A. (2026)

Research Question 4: Is there any difference in the academic performance of students taught the written composition using the instructional video model compared to those taught using the conventional Face-to-Face method?

Table 4 Mean Score difference in the academic performance of students taught the written composition using the instructional video model compared to those taught using the conventional Face-to-Face method

Group	N	Mean Performance	Standard Deviation
Experimental (FUG)	183	13.64	1.72
Control (FUDMA)	114	3.21	7.32

Table 4 examines the performance of students in written composition. The results show a very stark contrast; the experimental group (FUG) reached a mean score of 13.64 (SD = 1.72), while the control group (FUDMA) scored a mean of only 3.21 (SD = 7.32). The interpretation of this data is that the conventional method was largely ineffective for this group compared to the video model, which facilitated much higher achievement levels in written composition skills

Discussions of Findings

The finding that instructional video models significantly improve performance in grammatical concord among students in Northwest Nigeria aligns closely with the foundational research of Abdo and Awabdeh (2017). Their work demonstrated that animated videos are more than just a "fun strategy"; they serve as a potent neurological tool that enhances the memorization and retention of English grammar rules compared to traditional drills. By applying this logic to the Nigerian context, the current finding suggests that the visual and auditory stimuli provided by instructional videos likely helped students internalize the complex rules of concord—such as subject-verb agreement—more effectively than conventional, lecture-heavy methods. The success of this model at the university level further reinforces the results observed by Ghafoor and Challob (2021). While their study focused on online discussion, it highlighted a statistically significant improvement in grammar knowledge among university-aged EFL learners when traditional methods were supplemented with digital engagement. The current finding validates that university students in Northwest Nigeria respond similarly to technology-enhanced pedagogy. This suggests that the "Instructional Video Model" bridges the gap between theoretical grammar and practical understanding, providing a cognitive framework that university-level learners can utilize to master linguistic nuances that often feel abstract in a standard classroom setting. Furthermore, the effectiveness of the video model supports Khalaf's (2018) assertion that the internet and digital tools, specifically YouTube, are the most impactful resources in TEFL (Teaching English as a Foreign Language) environments. Khalaf noted that a major disadvantage of some digital tools was a "lack of communication," but the current finding's inclusion of "Communication Skills" alongside grammatical concord suggests a more holistic improvement. By using video models, educators in Nigeria are likely providing students with visual context and real-world examples of concord in use, thereby addressing the communicative gap and ensuring that students do not just learn the rules, but also how to apply them in professional and social interactions.

This finding contributes a vital geographical and institutional dimension to the existing body of literature. While previous studies by Abdo and Awabdeh, Ghafoor and Challob, and Khalaf established the efficacy of digital tools in Jordan, Iraq, and Kuwait, the current results localize these benefits to the specific educational landscape of Public Universities in Northwest Nigeria. This confirms that the instructional video model is a cross-culturally robust pedagogical tool. It proves that despite different regional challenges, the transition from traditional rote learning to video-based instruction is a statistically significant driver for improving English proficiency and communication skills in the Nigerian higher education system. The finding that instructional video models significantly outperform traditional face-to-face instruction for teaching English tenses in Northwest Nigerian public universities—aligns closely with global pedagogical shifts toward technology-enhanced grammar instruction. The superiority of the video model is corroborated by Farhane (2025) and Shaari, Shaari, and Abdullah (2021), both of whom demonstrated that integrating video-rich media through platforms like WhatsApp or flipped classroom structures leads to a measurable mastery of verb tenses. These studies suggest that while traditional face-to-face instruction often relies on rote memorization, video models provide a dynamic, repeatable, and visually engaging medium that allows students to process complex temporal concepts, such as the simple present and present continuous, at their own pace. The effectiveness of this model in the Northwest Nigerian context can be attributed to the increased learner autonomy and engagement highlighted in the work of Liu, Zhang, Zhang, and Tian (2020). By shifting the delivery of



Effect of Instructional Video Model Package in Teaching and ... Shehu, S. A. & Sambó, S. A. (2026)

"English and Communication Skills" from a static lecture format to a video-aural-oral approach, students are no longer passive recipients of information. Instead, they engage in a blended learning environment where the video serves as a consistent instructional anchor. This consistency is crucial in university settings where large class sizes might otherwise hinder the individual attention necessary for mastering nuanced grammar rules, as the video model ensures that every student receives the same high-quality, standardized delivery of content.

Conclusion

Videos contribute to multiple dimensions of second language (L2) development, including listening comprehension, vocabulary acquisition, pronunciation, pragmatic competence, and learner motivation. Research consistently shows that captioned and subtitled videos enhance vocabulary learning, with intralingual captions often producing the strongest effects, particularly when combined with tasks that promote deeper involvement. These gains, however, are usually more pronounced for receptive knowledge than for productive use, indicating the need to pair video viewing with output-oriented tasks. Therefore, Instructional videos are most effective when tightly aligned with specific learning outcomes. Their utility extends beyond content delivery to targeted skill development, provided they are integrated within a coherent pedagogical framework. For vocabulary development, contextualized exposure through video outperforms decontextualized word lists. When new lexical items appear in naturalistic dialogue, supported by repetition, visual cues, and captions, learners develop stronger receptive knowledge and incidental recall (Mayer, 2014). Studies in non-Western contexts confirm that captioned videos significantly enhance vocabulary acquisition, particularly when combined with follow-up tasks such as writing or speaking exercises. In developing listening and speaking skills, videos offer rich multimodal input. Authentic dialogues featuring varied accents, intonation patterns, and visual articulatory cues enhance comprehension and pronunciation accuracy. When paired with active response tasks such as shadowing, roleplay, or recording comparisons to model speech videos reinforce pragmatic competence and fluency (Mayer, 2009). Curricular alignment ensures that video content corresponds to assessed genres, registers, and tasks. For example, a module on academic presentations should mirror the structure, language, and expectations of actual university assignments.

Recommendations

Based on the findings from the study, the following recommendations are presented to improve the teaching and learning of English and Communication Skills in public universities in Northwest Nigeria:

1. University lecturers should transition from abstract grammar drills to integrating structured instructional video modules that provide visual and auditory scaffolding for complex rules like subject-verb agreement.
2. Based on the finding that the video model significantly outperforms traditional methods, it is recommended that universities in North-west Nigeria should formally integrate multimedia-driven pedagogy into the English and Communication Skills curriculum. And the General Studies Units should encourage instructors to transition from face-to-face lectures toward video-mediated instruction to optimize student mastery of complex grammatical components like tenses. Additionally, university management should prioritize investment in digital infrastructure and faculty training to ensure the seamless and sustainable adoption of this more effective teaching mode
3. General Studies Units should adopt video-integrated curricula specifically for phonetics and pronunciation training to allow students to observe and mimic articulatory movements at their own pace.
4. Universities in North-west Nigeria should prioritize the integration of instructional video models into the English Language and Communication Skills curriculum to enhance students' overall writing proficiency. Language instructors should receive specialized training in developing and implementing high-quality video resources that specifically target the mechanics and creative aspects of written composition. Furthermore, The General Studies Units with collaboration with University administrators must ensure that classrooms are equipped with the necessary multimedia infrastructure to facilitate the seamless and regular delivery of these digital instructional tools.
5. General Studies departments should adopt instructional videos as a core pedagogical tool to provide students with diverse, repeatable visual and auditory models of effective oratory. And their instructors should encourage students to engage in self-paced video observation and critique, allowing them to better internalize the nuances of body language and vocal delivery that may be missed in traditional face-to-face lectures. While Universities are encouraged to achieve, continued investment in high-definition recording and playback technologies is essential to maximize the impact of video-based learning on students' public speaking confidence and skill acquisition.



Effect of Instructional Video Model Package in Teaching and ... Shehu, S. A. & Sambó, S. A. (2026)

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Effect of Instructional Video Model Package in Teaching and ... Shehu, S. A. & Sambo, S. A. (2026)

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