

## *Original Paper*

# Educational Significance of Open Distance Learning Mode: A Case Study of the University of Ibadan, Nigeria

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Received: April 12, 2023

Accepted: June 02, 2023

Online Published: June 14, 2023

doi:10.22158/wjeh.v5n3p1

URL: <http://dx.doi.org/10.22158/wjeh.v5n3p1>

### **Abstract**

*Open Distance Learning (DLC), as an instruction-delivery method, is one of the frontiers of knowledge of learning strategies targeted to meet the need of the ever-increasing global population for capacity and nation-building. It is an educational system that helps e-learners acquire modern technologies for critical thinking, quality education, and research growth. However, some critics and learners still prefer the conventional mode of learning practice on the assumption that Open Distance Learning mode lacks face-to-face interaction, absence of teachers, fixed location, fixed schedule, and close feedback between online facilitators and e-learners. Therefore, this paper investigates the educational significance of Open Distance Learning mode through the use of modern educational technology tools of WhatsApp classroom interactions used to deploy the teaching of English Language and Literature at Distance Learning Centre, University of Ibadan, Nigeria, between online facilitators and e-learners, as open access to knowledge-based information, critical thinking, learning security, interactive mutuality, high innovative skills and research development for capacity and nation-building. Besides, it examines its teaching and learning flexibility and its learning methodological friendliness. Five (5) excerpts are purposively selected from WhatsApp classroom interactions. The article employs Schechner's performance and Freudian and Jungian Psychoanalytic theories. The data are subjected to content analyses.*

### **Keywords**

*E-facilitators, E-learners, Mutual interaction, Critical thinking, Open Distance Learning, WhatsApp, Cloud*

### **1. Introduction**

Open and Distance Learning (ODL) is a field of education that focuses on methods and techniques of teaching students who are not physically present in a traditional educational setting (Asubiojo, 2016, p.

8). It is a practice that serves as a provider of education by a mode other than the conventional f2f method whose goals are similar to and just as noble and practices as those of on-campus full-time (Braumoh & Osiki, 2008; Jegede, 2009; Jimoh, 2013). To Egbokhare (2015, p. 38), Open and Distance Education is a new model of education which negates the concept and practice of standardized curriculum and testing and a one-fits-all content that does not respond to the realities of divergent capacities and experience of the learner. According to Adesina (2016, p. 13), it is a system of learning that blends student support, curriculum, and instructional design, the flexibility of learning provision, removal of barriers to access, credit of previous learning, and other academic activities. Correspondence education, home study, external studies, continuing education, adult education, technology-based open learning, flexible learning, and open access, etc. are terms for Open Distance Learning (Adesina, 2015, p. 11). This means that Open Distancing does not only connote teaching but learning also. It is a technology-based program.

Again, Olayinka (2016, p. 4) avers that the efficacy of the platform has drastically reduced face-to-face interactions and its dealings to the barest minimum, and movement away from what looks like part-time provision in conformity with both prescribed local and international standards, is no doubt. He sees the platform as a self-academic-driven platform for e-learners in a virtual classroom with friendly interactive course materials. The platform is one of the easiest educational delivery modes of global best practices. Also, its robust learning approaches include online academic support, online project supervisor, e-library, online course registration, online assignments, and hang out with e-lecturers or e-facilitators through Google plus, Google Classroom, and many others. This is why Okunade (2016, p. 3) says “a properly established distance learning center with an efficient and student-friendly IT platform, a virile academic and administrative support, ODL-compliant interactive course materials and ODL professionals drawn within and outside its environs may not need to impose a limit on admission.” Besides, he reveals that its openness and distance are focusing on expanding access to learning and its philosophy which aims at removing barriers to education.

In addition, Adesina (2016, p. 14) corroborates what Okunade has said that the concept of its openness in ODL implies the removal of every inhibition restriction to access. The learners need not leave their homes before learning can take place. There are several ways through which learning can take place in Open Distance Learning (ODL), such as electronic email, telephone, postal system, radio, teleconferencing, video, and audio methods. Open Distance Learning has made education to all and sundry. It is a weapon of mass instruction. This is the reason why Adeyeye (2016, p. 6) says: “Open and Distance Learning (ODL), as an instruction-delivery method, was proposed as a means of overcoming these constraints and thus contributing to the improvement of education offered by these institutions.” According to Ajala (2017, p. 14), Open Distance Learning (ODL) is playing an increasingly important role in the education of citizens and it is considered to be the fastest-growing area of education as evident in the number of programs being offered. The assertions of the critics above show that Open Distance Learning is open access to windows of opportunities for all its learners,

such as administrative opportunities, student-centered opportunities, instructional opportunities, and infrastructural opportunities. On this note, Jegede (2016, p. 30) states that Open Distance Learning had been identified as an integral part of education to be used for the socioeconomic development of the nation. Williams, Paprock, and Coving (1999) also affirm that tertiary-level distance education systems provide educational opportunities equivalent to university and college education.

Moreover, the roles of stakeholders of Open Distance Learning, especially the e-facilitators, are very important. The stakeholders play significant roles when it comes to teaching and learning. The method and the wide range of experiences of the e-facilitators determine how effective the educational drive of Open Distance Learning will be. Braimoh (2015, p. 25) establishes this fact, it is therefore not an overstatement to conclude that academics and academia are not repositories and depositories of knowledge; they are also the “think tanks” for the governments and the major tanks from where the entire society drinks. This means that they are the brains behind the flexibility of the open-access educational program of Open Distance Learning.

On the other hand, Aremu (2018, p. 5) believes that the task of redefining Open and Distance Education (ODE) in the university calls for concerted effects of the stakeholders. To him, e-facilitators, e-learners, and university management are major players in the educational reform and growth of Open Distance Learning. He sees the successes of Open Distance Education as a collective effort of all the stakeholders mentioned above. On this note, this study examines the educational significance of Open Distance Learning mode through WhatsApp classrooms’ interactions between e-facilitators and e-learners at Open Distance Learning University of Ibadan, Nigeria. The article reveals that Open Distance Learning Mode serves as open access to knowledge-based information, critical thinking, learning security, interactive mutuality, highly innovative skills, and research development for capacity and nation-building. Also, it makes known that Open Distance Learning Mode serves as a distance barrier breaker and gap-filler in research and educational development. It serves as educational development for all and sundry. Besides, its teaching and learning flexibility and its learning methodological friendliness are examined as mutual intelligibility and interactiveness between the e-facilitators and the e-learners.

## **2. Method**

### *2.1 Theoretical Framework*

Schechner’s Performance Theory and aspects of Freudian and Jungian Psychoanalytic theories are used as analytical appraisals of facilitators-learners’ knowledge assessment, performance tracking, and interactive communicative performance. Performance Theory talks about interactive activities of human engagements, while Psychoanalytic theories emphasize psycho-performative motives behind human interactive engagements (Tyson, 1999; Adekunle, 2017; Adekunle, 2020; Adekunle, 2021; Adekunle, 2022; Adekunle, 2023; Schechner, 2002; Schechner, 2005).

## 2.2 Research Method

Five excerpts of WhatsApp classrooms' interactions are purposively selected. Five (5) excerpts are selected from WhatsApp of Open Distance Learning Centre Family Platform. The selected excerpts are based on teaching and learning modalities and peculiarities of the e-facilitators and the e-learners in classroom interactions. The data are subjected to content analyses.

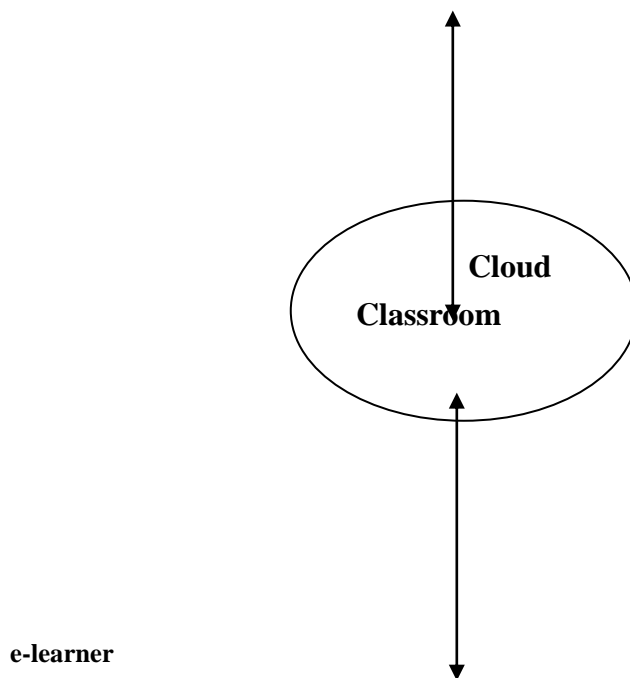
## 3. Result

### 3.1 Cloud Classroom (E-Classroom) and Its Teaching and Learning Flexibility

Open Distance Learning Mode heavily relies on the use of ICT to deploy its teaching and learning methodologies and uploading of course materials. Its web-based systems are employed to facilitate online interaction and ease delivering of information to the target e-learners. It is a dual mode of interactive techniques used to facilitate teaching and learning between e-facilitators and e-learners. The "cloud" is the invisible classroom where both e-facilitators and e-learners invisibly present or converge for teaching and learning activities. The dual modes earlier mentioned, designed and employed in this study are illustrated below:

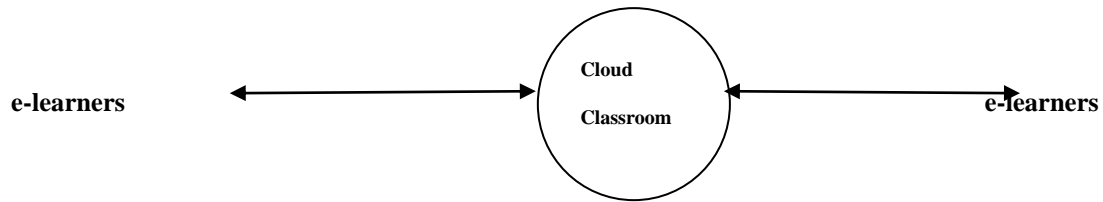
#### 3.1.2 Invisibly Visible (Present) of E-Facilitators and E-Learners in E-Classroom

##### 3.1.2.1 A. Vertical Mode of Teaching and Learning Style e-Facilitators



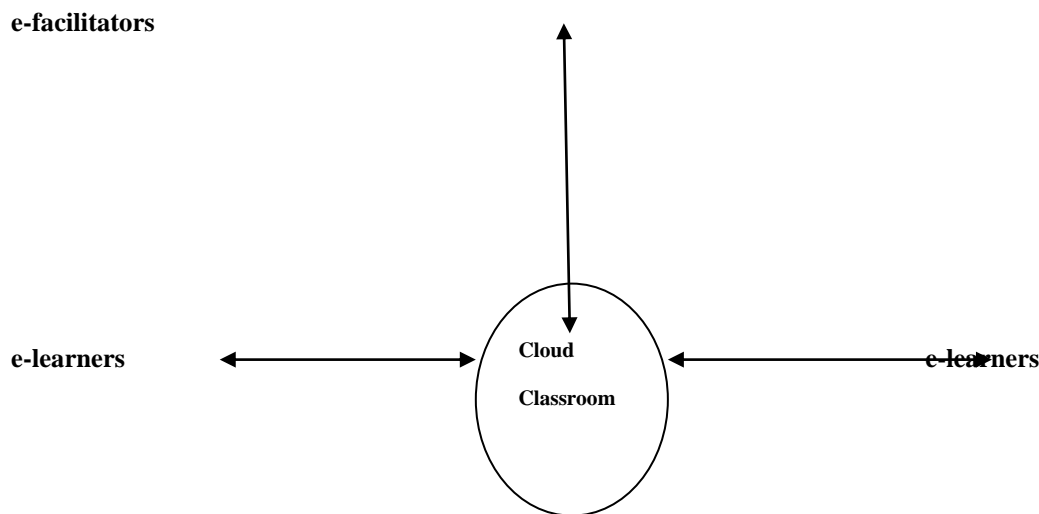
Vertical mode of teaching and learning style is an interactive session that occurs between e-facilitators and e-learners in the "Cloud Classroom," that is, the WhatsApp classrooms used for this analysis. The cloud interactions could be downward or upward. It is downward when e-facilitators teach or engage e-learners in some intellectual discourses. It is upward when e-learners respond to classroom lectures or raise questions.

### 3.2.2 B. Horizontal Mode of Teaching and Learning Style



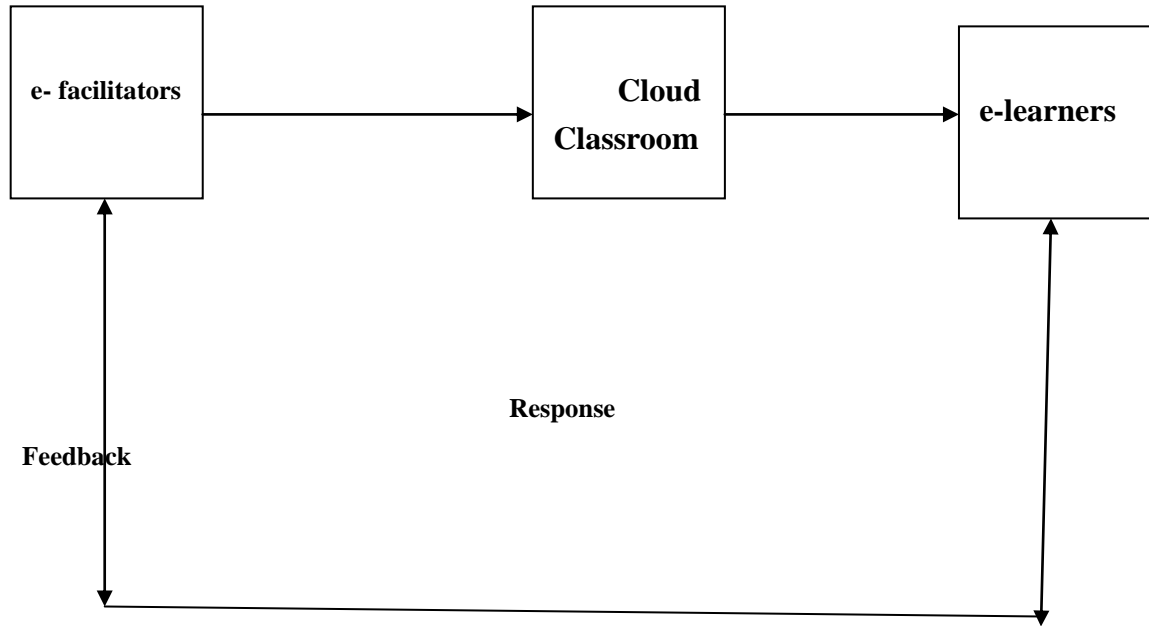
The horizontal mode of teaching and learning style is an interactive session that takes place between e-learners in the “Cloud Classroom. This is a classroom setting where e-learners interact, ask questions, do group assignments and solve problems among themselves.

### 3.3 C. Vertical-Horizontal mode of teaching and learning style A-B



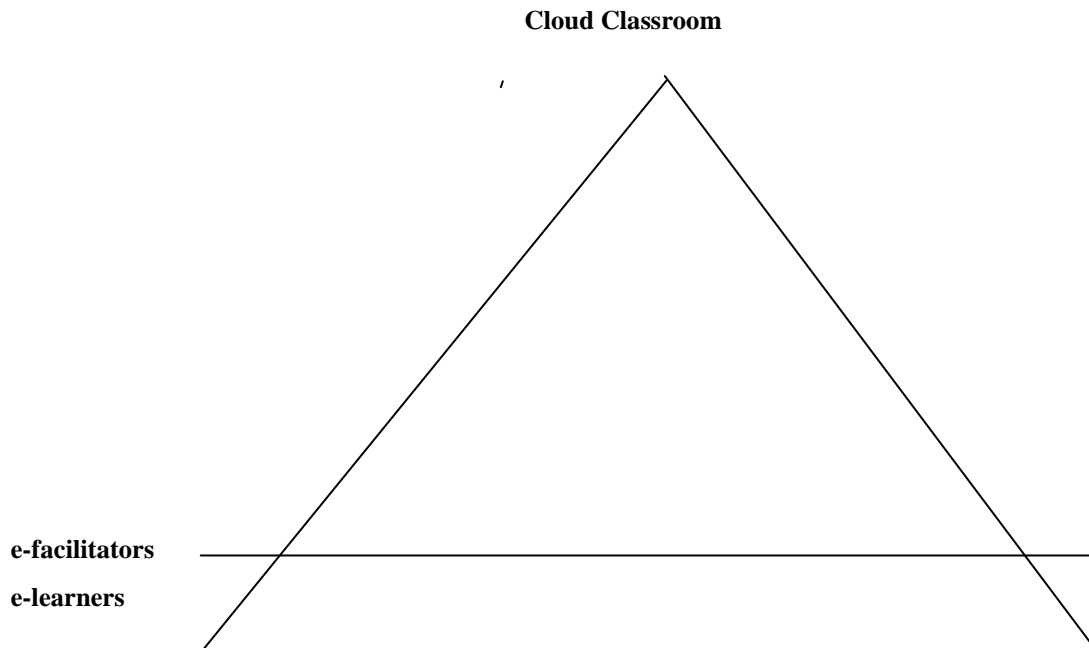
Vertical-horizontal mode of teaching and learning style is an interactive session that flows in three main dimensions simultaneously. The model is made up of downward, upward (vertical), and horizontal interactions. It occurs when e-facilitators are teaching, coordinating, and monitoring the learning activities on “Cloud Classroom” with their e-learners and, at the same time, happens when e-learners respond to facilitators’ comments and the comments of their online peers on group discussions. It is simply put e-facilitator-e-learner-e-learner interactions. This mode greatly promotes critical thinking, innovative skills, research development, and problem-solving minds. It is open access to learning and instructional delivery.

### 3.2 Interactive Model Two



Interactive Model Two for teaching and learning exercise is a two-way interactive approach. The actual teaching and learning exercise takes place between e-facilitators and e-learners. The cloud is the central meeting point for teaching and learning exercises. The response is the feedback from the target e-learners. Distortions sometimes occur if the internet facilities are not strong or poor.

3.3 Interactive Model Three



In the Interactive Model Three above, the “Cloud Classroom” is the most salient and central meeting point, where actual teaching and learning exercise takes place between e-facilitators and e-learners

#### 4. Discussion Actual Analysis of the Excerpts Used for This Research

This study pragmatically examines the purposively selected excerpts from WhatsApp classrooms. Also, the excerpts are interrogated through the aforementioned interactive modes or models designed above. Cloud is a general symbol for Google and WhatsApp classrooms, Facebook, Hangouts, Google+, and Yahoo. Mail, Google Mail, etc. For this study, excerpts from WhatsApp classroom settings are used to investigate the teaching and learning exercises in the use of the English Language and Literature, at the Open Distance Learning Centre, University of Ibadan, Nigeria. This is intended to examine how Open Learning Modes are used to foster research development, critical thinking, and innovative skills and as a mode of the problem-solving system.

#### 5. Open Distance Learning Mode: An Open Access to Knowledge, Critical Thinking, Research, and Educational Development for All and Sundry Use of English (English Proficiency)



Excerpt 1: (Whatsapp)

In excerpt 1 above, the e-facilitator tests the proficiency of his e-learners in the use of English. The e-facilitator examines the e-learners on the use of the present participle form of BE (**being**) and the past participle form of BE (**been**) in the English Language. This is because many learners find it difficult to differentiate and, at the same time, wrongfully use the two participles.

e-Facilitator: BEEN or BEING (Options)

**RESPONSES:**

e-Learner A (Response): 1. Been 2. Been 3. Being 4. Being 5. Been. Thanks

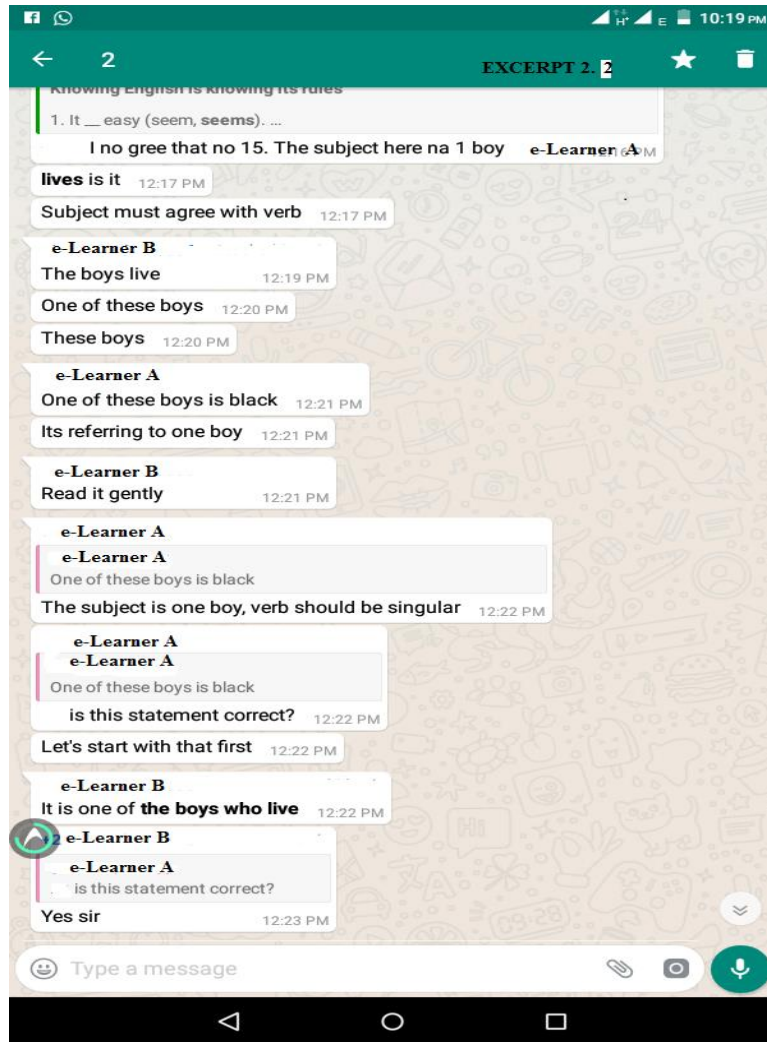
e-Learner B (Response): 1. Been 2. Been 3. Being 4. Being 5. Been. Thanks

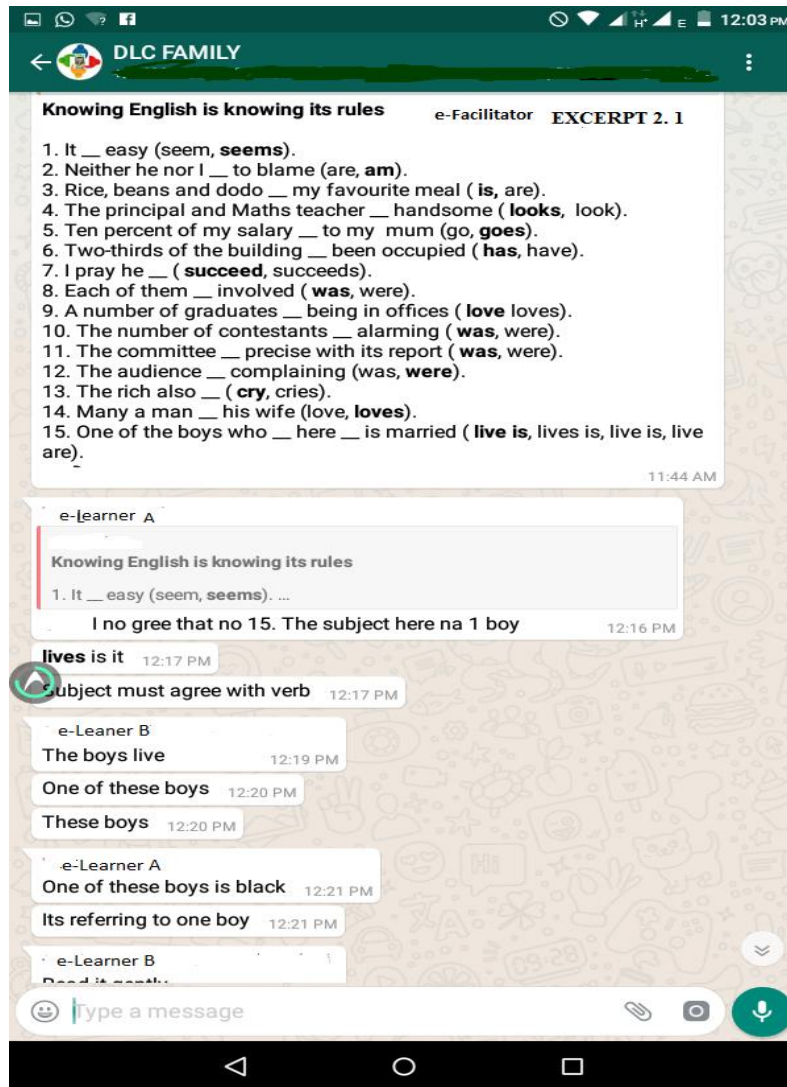
e-Learner C (Response): Replied e-Learner A that, “The last answer does not have the option you chose” (omitted by the computer in excerpt because of space)

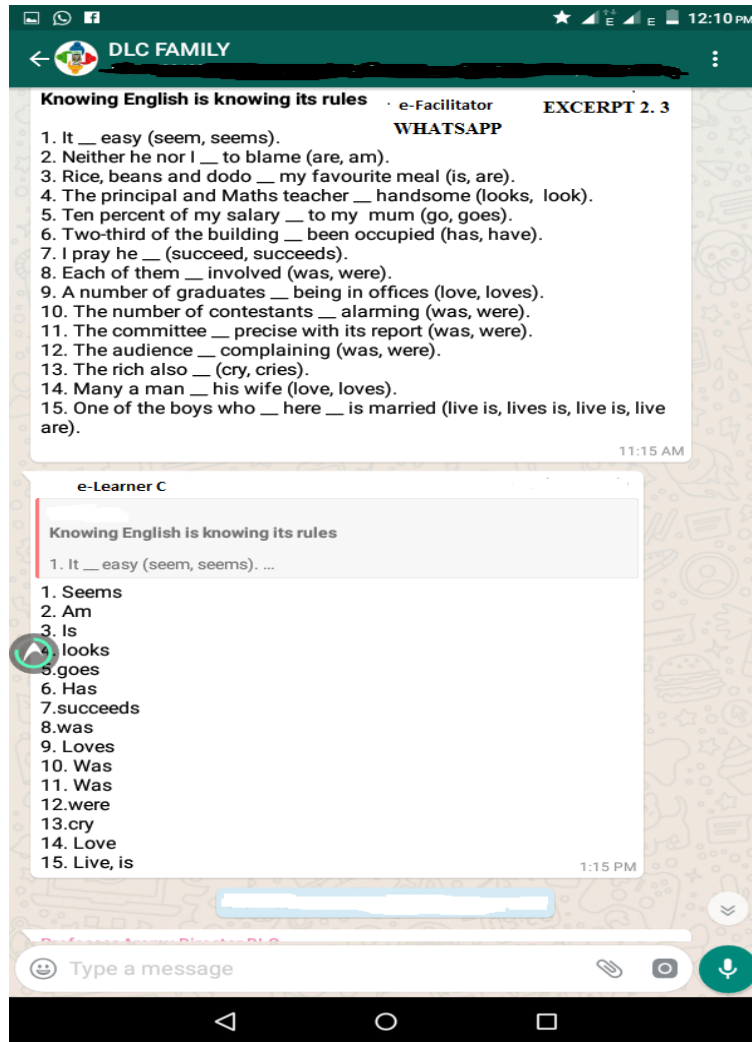
In the excerpt above, e-Learner A and e-Learner B answered all the questions and got them right except question 5 where they got it wrong. They chose the past participle form of BE, that is, Been, instead of “Been being” which shows that the sentence is a passive construction (She could have Been Being engaged before then). Also, e-learner C quickly corrected e-Learner A on the wrong choice of answer in question 5. He noticed that the wrong choice of the answer was not included in the options. This shows that e-Learner C is highly meticulous and also has a full grasp of Proficiency in English.

In addition, it shows that there is a flow of thoughts and mutual intelligibility between the e-facilitator and e-learners. Besides, it shows that the WhatsApp classroom is highly interactive and also gives room for critical thinking. This is why e-Learner C could detect the error in question 5. Classrooms’ behaviors and settings are felt here. The presence of e-facilitator is also felt. These features have made the cloud classroom setting (WhatsApp) close features of conventional classrooms. It is a Vertical-Horizontal mode of teaching and learning style.









### Excerpt 2. 1, 2.2 and 2.3

In excerpts 2.1, 2.2, and 2.3 above, the e-facilitator tests the proficiency of the e-learner on CONCORD in the English Language. Concord means agreement. The agreement deals with a number, person, and tense. This means that for a sentence to be correct and meaningful its constituent parts must be in total agreement and, at the same time, its subject must agree with its VERB. There are eight essential concord types, namely: Subject verb concord, subject-object concord, pronoun-antecedent concord, subject/object complement concord, voice-tense concord, participle/subject/verb concord, concord ellipsis, and concord of comparison. These are basic rules of concord in the English Language.

### Excerpt 2. 1 and 2.2

e-Facilitator: Knowing English is knowing its rules (follow the questions and answers given in excerpt 2)

e-Learner A (Response): I no gree that no 15. The subject here na 1 boy. Lives is it. The subject must agree with the verb. e-Learner B (Response): The boys live. One of these boys. These boys

e-Learner A (Response): One of these boys is black

It is referring to one boy

e-Learner B (Response): Read it gentle

e-Learner A (Response): The subject is one boy, Verb should be singular

Is this statement correct?

Let's start with that first

e-Learner B (Response): It is one of the boys who live

Yes sir

### **Excerpt 2.3**

e-Learner C (Response): 1. Seems 2. Am 3. Is 4. Looks 5. Goes 6. Has.

7. Succeeds 8. Was 9. Loves 10. Was 11. Was 12. Were 13. Cry 14. Love 15. Live, Is Based on the classroom interaction between the e-facilitator and the e-learners in excerpts 2. 1 and 2. 2 on WhatsApp, it is obvious that e-Learner A is grammatically deficient in the use of English. This fact has made him quest for knowledge by interrogating the grammatical structures put before him to find out the correct grammatical constructions or answers. To get this done, he argues vehemently with the e-facilitator and other e-learners as illustrated above and below:

e-Learner A (Response): I no gree that no 15. The subject here na 1 boy. Lives is it. The subject must agree with the verb. Lives is it.

The subject must agree with the verb As shown in the grammatical construction, “I no gree” and na 1 boy” instead of saying: “I disagree with you on question 15. The subject here is a boy.” “I no gree” and “na 1 boy” are Pidgin expressions in Nigeria. It is one of the varieties of English Language often spoken by uneducated Nigeria. Although on the classroom page, Standard English is allowed as a medium of communication. Besides, e-Learner A believes that “lives” is the plural form of lexical verbs, because of the “s” that the verb takes. In English, verbs that take “s” or “es” are singular, while those verbs without “s” or “es” are the plural form of lexical verbs.

This fact, shows that Open Distance Learning Mode caters for different classes of people who are eager to learn and improve themselves educationally, grammatically, and research-wise for capacity and nation-building. Also, it gives room for mutual interaction and intelligibility between the e-facilitator and the e-Learners. This is a vertical-horizontal mode of teaching and learning style.

### **Excerpt 2.3:**

In excerpt 2.3 above, the answers provided by the e-learner C are correct except for questions 9, 12, and 14 and 15 that he got wrong. The correct answers ought to be:

9. A number of graduates love being in offices.

It is a standing rule in English that “A number of (plural nouns)” must follow by a plural verb. So, it is wrong to use loves. Loves is a singular verb it cannot go with plural subjects. On the other hand, “The number of (plural nouns) takes singular verbs as shown in the excerpt above in question 10: The number of contestants was alarming. “Was” is a singular form of BE verbs.

12. The audience was complaining

Also, question 12 supposes to take a singular verb, because the audience is a collective noun. Collective nouns are considered as a unit or an entity. They take singular verbs when considered as a unit, but take plural verbs when the members of the unit are seen as individual entities.

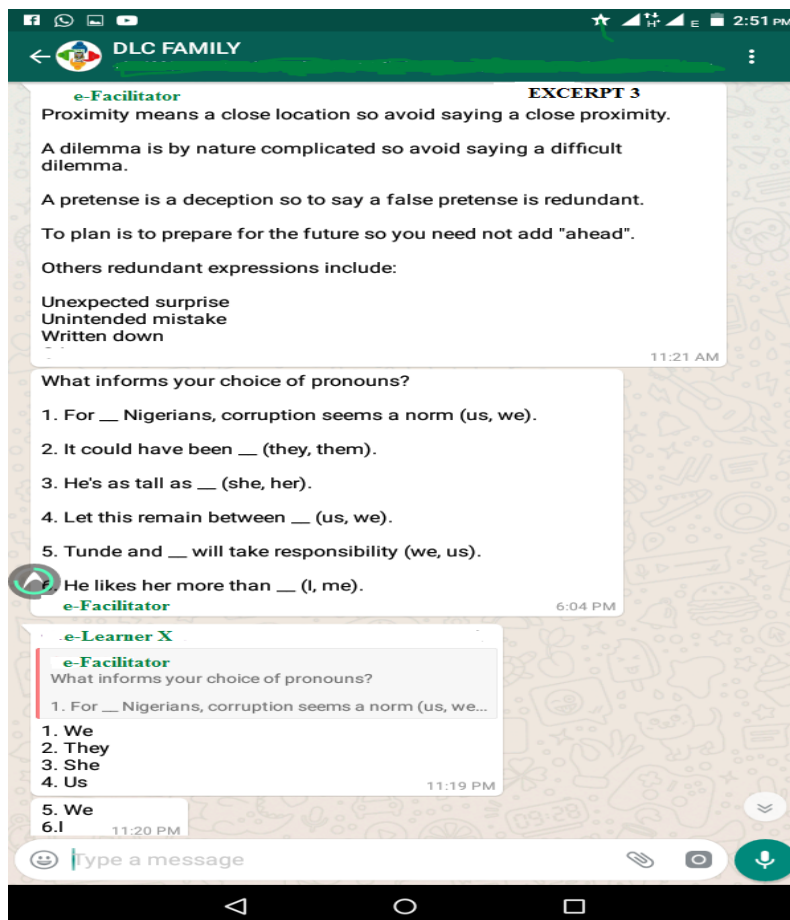
14. Many a man loves his wife (means many men love their wives).

‘Many a’ is a unique expression that is always followed by a singular noun and a singular verb. ‘Many a’ means numerous or several as illustrated above.

15. One of the boys who live here is married.

“One of the (plural nouns)” with wh-words, such as who, whose, which, whom, etc., takes a plural verb because the relative pronoun refers to a subject in the plural number.

In the test of the use of English illustrated above, it is very evident that the class work needs critical thinking before the right answers are picked. By this, it has directly and indirectly subjected the e-learners to critical thinking. Also, it enriches their vocabulary development and, at the same time, makes them a good command of English. The presence of e-facilitators is felt as the presence of teachers is felt in a traditional classroom. This is an innovative linguistic exercise that develops the mental capacities of e-learners. This is a vertical mode of teaching and learning style and an interactive mode style.



**Excerpt 3:**

Excerpt 3 is divided into two parts: sections A and B. The first part (A) emphasizes common errors in English, while the second part (B) highlights the use of pronouns. In the first part, the e-facilitator stresses the need to avoid tautology or redundancy in some English expressions that e-Learners wrongfully use in their day-to-day interactions. To correct these errors, the e-facilitator brings into play some examples of these errors and the appropriate (right) answers as shown above and below:

## Section A

## Wrongly Used Words Appropriate Usage

- |                     |  |      |
|---------------------|--|------|
| 1.                  |  | A    |
| difficult dilemma   | a dilemma (often means difficulty )    |      |
| 2.                  |  | A    |
| false pretense      | a pretense (naturally means falsehood) |      |
| 3.                  |  | Plan |
| ahead plan          | (it is already futuristic )            |      |
| 4.                  |  |      |
| Unexpected surprise | surprise ( means unexpected action)    |      |
| 5.                  |  |      |
| Unintended mistake  | mistake (means unintended action)      |      |
| 6.                  |  |      |
| Written down        | written (already in black and white)   |      |

Other errors are not mentioned above but are often discussed in the cloud classroom by the e-facilitators with the e-learners.

## Section B

## Use of Pronouns

Pronouns are words used instead of nouns. They are used to replace nouns to avoid repetitions. Pronouns can also be called pronominals. There are different types of pronouns, namely: Personal pronouns, possessive pronouns, reciprocal pronouns, reflexive pronouns, emphatic pronouns, relative pronouns, demonstrative pronouns, numerical pronouns, indefinite pronouns, and interrogative pronouns. For the study (analysis), personal pronouns will be examined.

**Personal Pronouns**

Personal pronouns do refer to persons and non-persons. They can replace both proper nouns and common nouns. They could be examined in three ways, namely: Subject position, object position, and possessive position, as shown in the table below:

First Person	Subject Position	Object Position	Possessive Position
Singular	I	Me	Mine

Plural	We	Us	Us
Second Person	You	You	Yours
Third Person			
Singular	He/She/It	Him/Her/It	His/Hers/Its
Plural	They	Them	Theirs

As shown in the table above, personal pronouns are inflected to show numbers whether singular or plural. They are also inflected for gender in the singular and neuter in the plural. Besides, those pronouns in subject position can also be seen in object position in comparison to personal pronouns as shown in excerpt 2.3 above and below:

e-facilitator: What informs your choice of pronouns?

e-Learner X (Response): 1. For we Nigerians, corruption seems a norm.

2. It could have been they (are).

3. He's as tall as she (are).

4. Let this remain between us.

5. Tunde and we will take responsibility.

6. He likes her more than I

The e-Learner X got all the questions and answers right. "We" in questions 1 and 5 belong to the category of personal pronouns that can only be seen in the subject position, while "us" in question 4 can only be seen in the object position. Also, question 2 belongs to the category of personal pronouns that appear in form of assuming possibilities. In the state of an assuming possibility of an act, personal pronouns in the subject position appear in the object position to make appropriate grammatical structures. A good example of the expression is question 2:

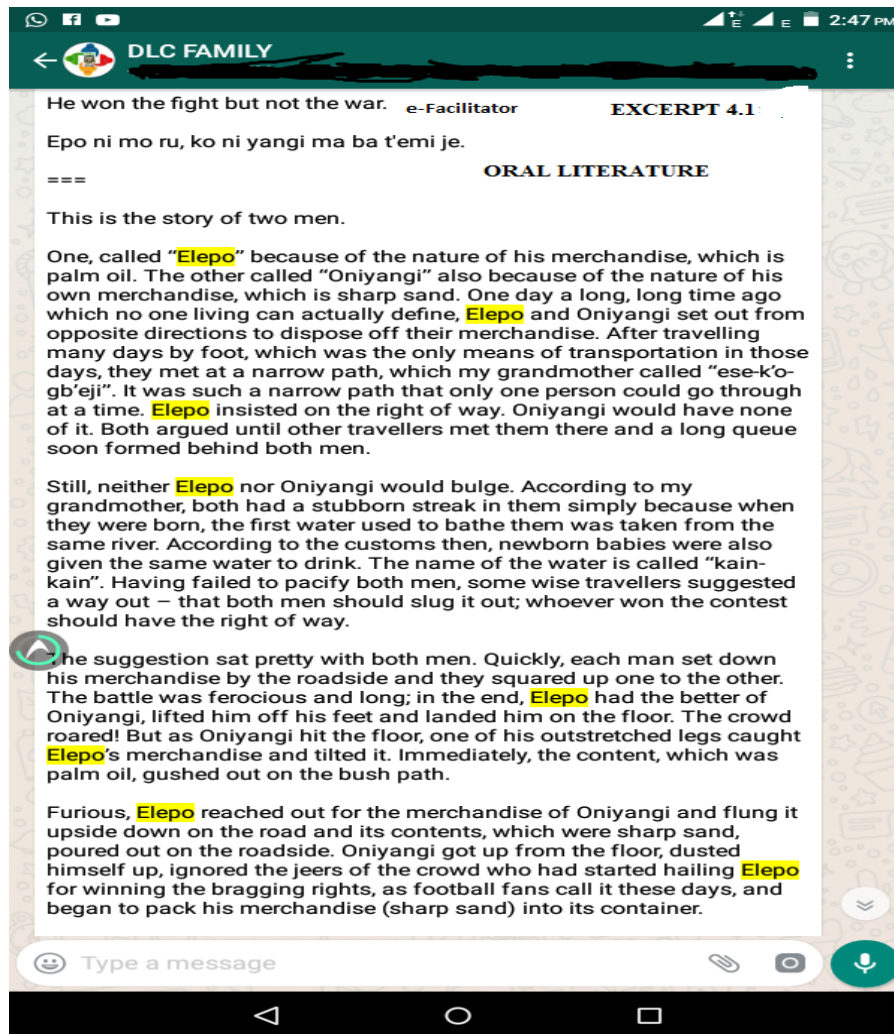
2. It could have been they (are).

In addition, in comparison to pronominal elements (pronouns), personal pronouns in the subject position will appear in the object position as in questions 1 and 6.

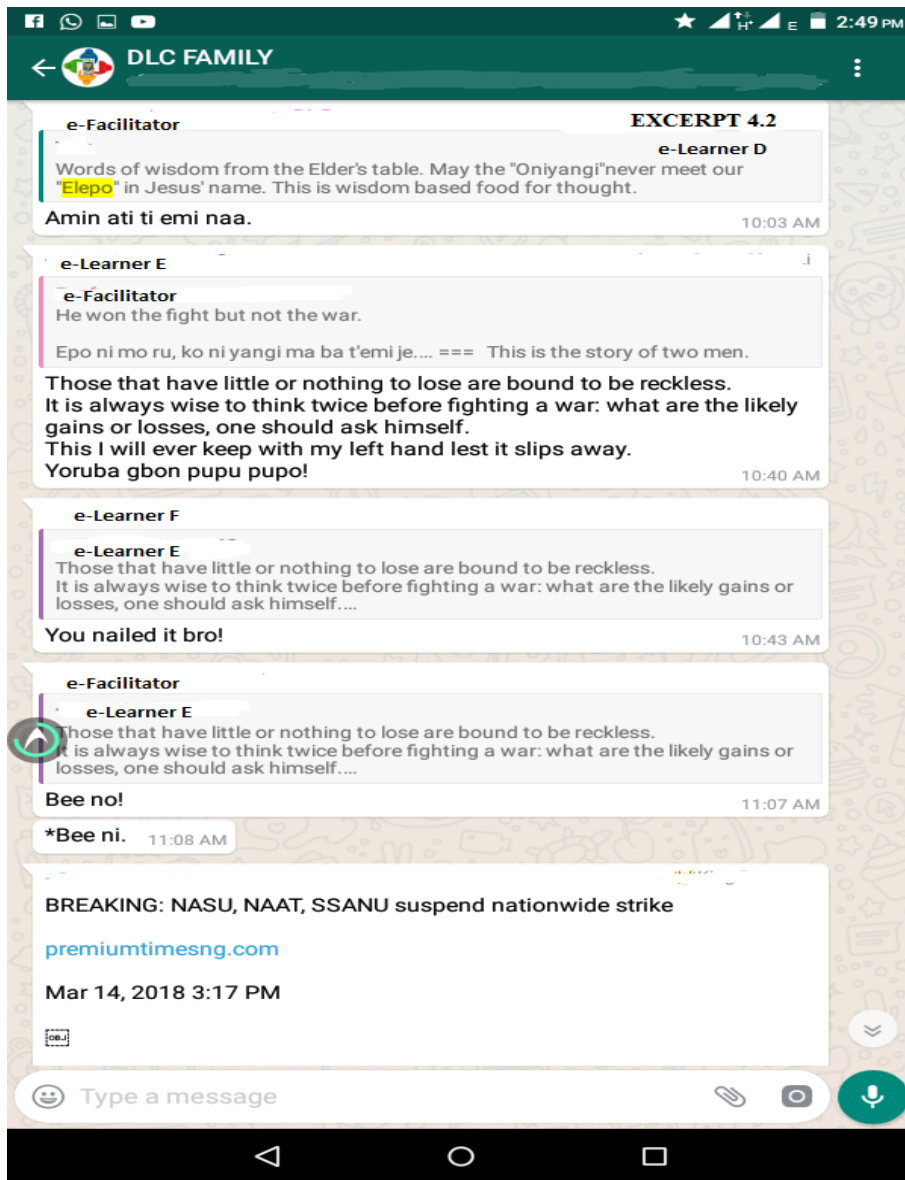
3. He's as tall as she (are).

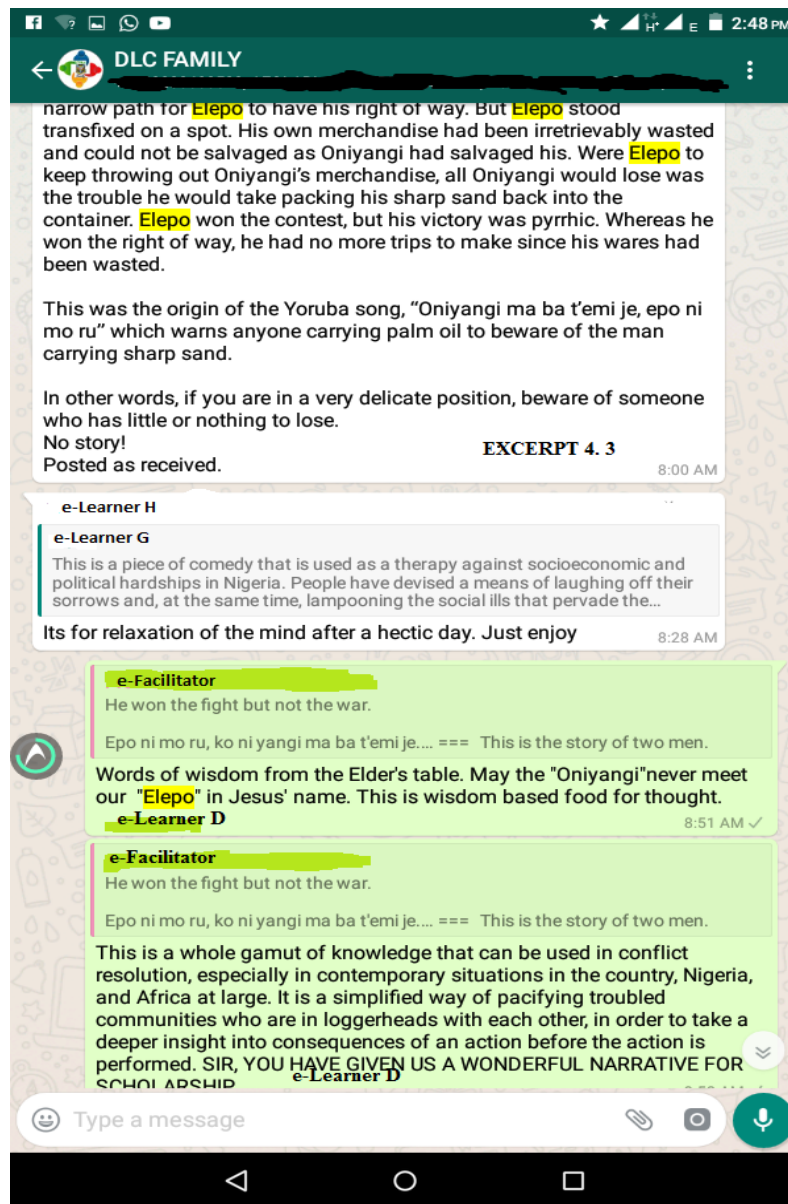
6. He likes her more than I

In the analysis, the e-facilitator examines the proficiency of his students in the use of English. He subjects them to different English tests to know their linguistic abilities in English.









#### Excerpt 4: Oral Literature

Excerpts 4. 1, 4. 2, and 4.3 largely emphasize Oral Literature. It is a form of narrative that belongs to an illiterate society. It is orally transmitted from one generation to another through the mouth. It deeply talks about the culture, customs, religion, belief system, traditions, and development of a particular society. It has no specific author. It is an embodiment of moral values that serve as etiquette to the society that produces it. Such is the oral narrative to be analyzed from the above excerpt entitled, "He Won the Fight But NOT the War". It is the story of two men.

It is a cultural narrative that talks about two individual personalities, Elepo, merchandise of palm oil, and Oniyagi, merchandise of sharp sand, who struggle in a contest for superiority and respect between themselves. It is an oral narrative that tends to teach moral values on the preservation and maintenance of individual and societal dignity. "Fight" here, connotatively means temporary struggle, but "war"

gives an indelible mark, injury, and disaster to its victims. This is exactly what happens to Elepo, who is gravely messed up by Onyangi's sharp sand. The was originated from the Yoruba song, "Oniyangi ma ba t'emi je, epo ni mo ru" which means "anyone carrying palm oil to beware of the man carrying sharp sand." It is a sign of warning to the listeners or audience (e-Learners) of the oral narrative.

e-Facilitator: "He won the fight but not the war" (the story)

e-Learner D (Response): Words of wisdom from the Elder's table. May the "Oniyangi" never meet our "Elepo" in Jesus' name. This is wisdom-based food for thought.

e-Facilitator (response): Amin at emi naa (Amen and I too).

To show how thoughtful and sensible the narrative is, e-Learner D prayerfully answered the e-facilitator through his religious mode of praying as shown above. To show that there is mutual interaction and intelligibility, the e-Facilitator replied to the e-learner in his native language of the Yoruba people, "Amin at emi naa (Amen and me too)."

e-Learner E (Response to the e-facilitator): Those that have little or nothing to lose are bound to be reckless. It is always...slips away. Yoruba gbon pupo puop! (The Yoruba are very wise).

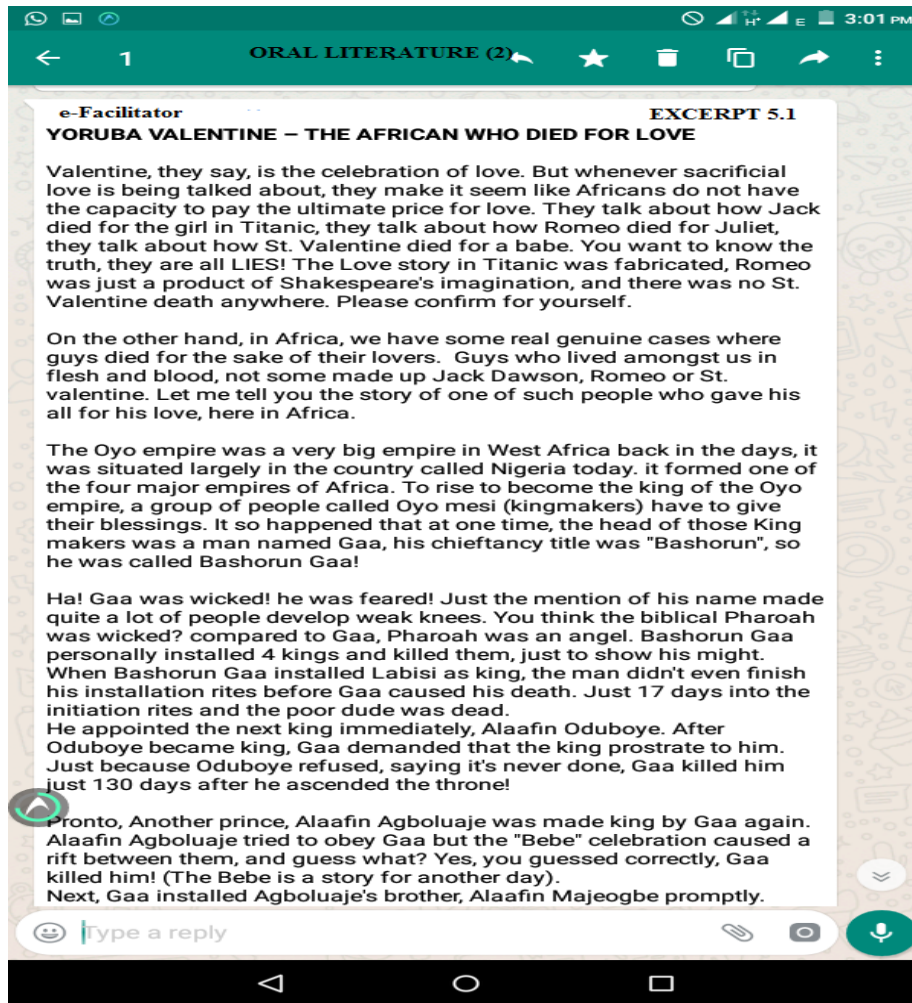
e-Learner F (Response to e-Learner E): You nailed it bro!

e-Facilitator (Response to e-Learner E): Bee ni (that is it).

Excerpt 4.3

e-Learner D (Response to e-Facilitator): This is a whole gamut of knowledge...Sir, YOU HAVE GIVEN US A WONDERFUL NARRATIVE FOR SCHOLARSHIP.

This is an interaction that greatly engaged both the e-Facilitator and the e-Learners. The e-learners also deeply engaged themselves in discourse to share their views among themselves, while the e-facilitator coordinates the e-classroom activities. They share the same common ideology. This is why e-Learner F replies to e-Learner E, "You nailed it bro!" and their e-Facilitator ends it by saying: "Bee ni". This means that there is mutual interaction and the presence of the e-facilitator is felt as it is felt in a traditional classroom setting. Besides, e-Learner D sees the discourse beyond e-classroom setting. He sees it as an approach to conflict resolution and, by extension, as academic scholarship.



The screenshot shows a mobile application interface with a green header bar. The header contains a back arrow, the number '1', the title 'ORAL LITERATURE (2)', a star icon, a trash icon, a share icon, and a menu icon. The time '3:01 PM' is displayed in the top right corner. The main content area is white with a light green border and contains the following text:

**e-Facilitator** **EXCERPT 5.1**  
**YORUBA VALENTINE – THE AFRICAN WHO DIED FOR LOVE**

Valentine, they say, is the celebration of love. But whenever sacrificial love is being talked about, they make it seem like Africans do not have the capacity to pay the ultimate price for love. They talk about how Jack died for the girl in Titanic, they talk about how Romeo died for Juliet, they talk about how St. Valentine died for a babe. You want to know the truth, they are all LIES! The Love story in Titanic was fabricated, Romeo was just a product of Shakespeare's imagination, and there was no St. Valentine death anywhere. Please confirm for yourself.

On the other hand, in Africa, we have some real genuine cases where guys died for the sake of their lovers. Guys who lived amongst us in flesh and blood, not some made up Jack Dawson, Romeo or St. valentine. Let me tell you the story of one of such people who gave his all for his love, here in Africa.

The Oyo empire was a very big empire in West Africa back in the days, it was situated largely in the country called Nigeria today. it formed one of the four major empires of Africa. To rise to become the king of the Oyo empire, a group of people called Oyo mesi (kingmakers) have to give their blessings. It so happened that at one time, the head of those King makers was a man named Gaa, his chieftancy title was "Bashorun", so he was called Bashorun Gaa!

Ha! Gaa was wicked! he was feared! Just the mention of his name made quite a lot of people develop weak knees. You think the biblical Pharoah was wicked? compared to Gaa, Pharoah was an angel. Bashorun Gaa personally installed 4 kings and killed them, just to show his might. When Bashorun Gaa installed Labisi as king, the man didn't even finish his installation rites before Gaa caused his death. Just 17 days into the initiation rites and the poor dude was dead. He appointed the next king immediately, Alaafin Oduboye. After Oduboye became king, Gaa demanded that the king prostrate to him. Just because Oduboye refused, saying it's never done, Gaa killed him just 130 days after he ascended the throne!

Pronto, Another prince, Alaafin Agboluaje was made king by Gaa again. Alaafin Agboluaje tried to obey Gaa but the "Bebe" celebration caused a rift between them, and guess what? Yes, you guessed correctly, Gaa killed him! (The Bebe is a story for another day). Next, Gaa installed Agboluaje's brother, Alaafin Majeogbe promptly.

At the bottom of the screen, there is a text input field with the placeholder text 'Type a reply', a paperclip icon, a camera icon, and a microphone icon. The bottom navigation bar of the phone is visible at the very bottom.



### Excerpt 5:

In the above, excerpts 5.1 and 5.2 deeply narrated a true life account of two lovers, Akinkunmi and Agboin who died for the sake of love in the old Oyo Empire. Akinkunmi died for his lover, Agboin, a princess, who was kidnapped and eventually killed by a Yoruba Wicked War General called Bashorun. Akinkunmi lost his life in the course of avenging what Bashorun Gaa had done to his lover. He paid this supreme price that caused his life. This can be compared to Valentine, Shakespeare's Romeo and Juliet, and Titanic scenes in Western love circles. The e-facilitator revealed in the oral narrative that Africans have their own Valentine's Stories and love is a universal thing. It is not societally bound.

e-Facilitator: YORUBA VALENTINE- THE AFRICAN WHO DIED FOR LOVE

e-Learner A (Response): It's really an interesting story, Gaa...What a wicked soul,...

e-Learner B (Responding to e-Learner A): Correct

e-Facilitator: You are welcome

e-Learner C (Response to the e-Facilitator): This is a historical narrative of love that can stand in equal with Valentine's narrative and Romeo's story. Sir, this is a way of globalizing our indigenous practice in Africa. What a wonderful story that talks about "an African who died for love"? The whole world must hear this wonderful narrative of the Yoruban Valentine.

Well-done Sir, for this historical exposition. It is also a comparative study of scholarship Sir. Valentine, An Ancient Roman society; Romeo, an English Society; Akinkunmi, Yoruban Society.

In the analysis above, the classroom interaction shows that there is mutual intelligibility between the e-Facilitator and the e-Learners. This gives room for critical analysis of the oral narrative in the excerpts between e-facilitators and e-learners and between learners. This is the reason e-Learner A responds to the e-Facilitator that “It is really an interesting story, Gaa...What a wicked soul.” To corroborate what e-Learner A has said, e-Learner B says “Correct”. In response to this mutuality, the e-facilitator replies that “You are welcome.” This symbolically connotes that the oral narrative is quite interesting and well-understood.

Also, e-Learner C takes the historical narrative to the global scene. He reveals that the historical narrative can stand equal with the Roman story of Valentine, the Shakespearean story of Romeo and Juliet, and the Titanic story of love. He views the narrative as an impetus for an academic scholarship.

In nutshell, the e-facilitator employs this teaching and learning strategy to provoke the e-Learners to critical thinking. This is tended to bring out individual geniuses or exceptional abilities or the creative essence of the e-Learners.

This paper is original and has not been published elsewhere.

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