

Social Media, Electronic Text Materials, and Undergraduate Students: Learning Outcomes in Use of English at Federal Universities in Southwestern Nigeria

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ABSTRACT

Use of English course is included in undergraduate programmes in Nigerian universities to enhance undergraduates' communication skills. However, reports have shown that many undergraduates in southwestern Nigeria have poor achievement in and attitude to the course. Previous studies focused more on intervention to improve students' learning outcomes in this course. Therefore, this study investigated undergraduates' variables Participation in Social Media, E-texts Materials and learning outcomes (achievement and attitude) in UoE at federal universities in southwestern

Nigeria. The sequential mixed methods (QUAN+qual) design was adopted. Three out of the four conventional federal universities in southwestern Nigeria (Federal University of Oye Ekiti (FUOYE), Obafemi Awolowo University, Ile-Ife (OAU) and University of Lagos, Akoka (UNILAG) were randomly selected. Five faculties common to them (Arts, Education, Engineering/Technology, Science and Social Sciences) were purposively selected. The proportionate-to-size sampling technique was used to select 200-level undergraduates from the selected universities (FUOYE–226, OAU–702 and UNILAG–559). The instruments used were Undergraduate Students' PSM($\alpha=0.76$), EtMs($\alpha=0.80$), PVR($\alpha=0.93$), Attitude to Use of English ($\alpha=0.79$) questionnaires and Achievement Test in Use of English ($r=0.77$). In-depth interviews were conducted with 30 undergraduates across the institutions. The results revealed that The undergraduates' PSM($\bar{x}=2.84$) and use of EtMs($\bar{x}=2.81$) were high, against the threshold of 2.50. It is therefore recommended that students should be encouraged to use E-text materials and social media for academic activities

INTRODUCTION

The English language in Nigeria derives its importance from being the language of communication and education. As a result of its lofty status, a credit pass in the subject is a basic requirement for students seeking admission into the university and all other tertiary institution. It is also one of the courses in general studies, which is made compulsory at tertiary level for all students irrespective of their fields of study. It is offered for two consecutive years as use of English at the university level and General English at the polytechnic, and colleges of education respectively. Hence, success or failure in the course determines whether or not students will graduate at the end of their course of study. At the post-secondary level, the UoE course is designed to equip students of higher education with the basic skills needed for communication and academic achievement. It is divided into two parts: communication in English I (GST or GES101) and communication in English II (GST or GES 211). It is designed to achieve the following objectives:

- i. To offer students sound foundation and functional mastery of English language in its various use.
- ii. To breed users of English who can assert themselves as expected.
- iii. To enable students understand approaches of organising time; taking, organizing and developing notes,
- iv. To enable students understand how to utilise the library adequately (Nweke & Nwoye, 2016).

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