

AVAILABILITY OF ELECTRONIC AND SOCIAL MEDIA RESOURCES IN TEACHING FRENCH LANGUAGE IN UNIVERSITIES IN SOUTHWEST NIGERIA

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Abstract

This study examines the availability of electronic and social media resources for teaching French at universities in the Southwest of Nigeria. The purpose of this study is to examine the level of availability of electronic resources in the effective teaching of the French language in universities and the level of availability of social media resources in the effective teaching of the French language in universities. A descriptive research design was used. The study population comprised 2,282 French-language students at public universities in the Southwest of Nigeria. A total of five hundred (500) students were selected from 8 public universities in the Southwest, Nigeria. The research instrument used for this study was an inventory designed by the researcher, titled "Availability of Electronic and Social Media Resources Inventory" (AUESMRI). Face and content validity were used. The test-retest method was used to assess reliability. No significant difference was found in the availability of electronic and social media resources for effective French teaching between federal and state universities. It was recommended that university authorities and management invest in increasing the availability and adequacy of electronic and social media resources dedicated to the teaching of French. This may involve acquiring new tools, updating existing ones, and ensuring that the technological infrastructure supports effective utilisation in language instruction. Faculty members responsible for teaching French should undergo training and professional development programmes to enhance their skills in utilising electronic and social media resources effectively.

This will ensure that educators are well-equipped to integrate these tools into their teaching methodologies. The French language curriculum should be updated to include a more comprehensive integration of electronic and social media resources. This could involve incorporating relevant digital content, interactive online exercises, and collaborative platforms that engage students in language learning beyond traditional classroom settings.

Keywords: *electronic resources, social media resources, French language*

Introduction

Nigeria, having been surrounded by French-speaking countries: Niger, Cameroon, Benin Republic and Chad, it is of great necessity for Nigerians to speak the language. Since French-speaking countries are a very important part of the global economy and their advancement propels progressive social life, leaders in all sectors of society must either learn French or find someone who understands French to interpret for them. French as a foreign language (FFL) refers to teaching French to learners living in non-French-speaking environments. The government has done a lot to encourage many Nigerians to speak the language, and many French teachers have put in their best to help learners speak it, yet these teachers face challenges in achieving the set goal.

A French Language teacher is someone who instructs learners in French communication skills. Most times, the language teacher faces many issues, ranging from learners' problems to environmental issues and teachers' specific problems, such as a lack of educational resources (Agbor, 2019; Timothy & Obiekezie, 2019) pg. The problem of teacher education challenges in an age of information technology is essentially a problem of professional validity and relevance. Lack of a proper conception of the nature of teacher

education as a discipline, low funding of teacher education institutions for the production of qualified teachers, low utilisation of ICT equipment, poor self-esteem, among others, are some of the specific problems confronting effective teaching of the French Language.

The teaching of the French Language is associated with many problems, such as a lack of interest among learners due to the lack of accessibility and availability of electronic and social media resources. It takes a long time to learn a new grammar system and thousands of new words. It also takes a lot of practice to develop listening, speaking, reading and writing skills in a new Language. The general poor performance in the French language extends across all levels of Nigeria's educational system.

The media is a way people use to communicate indirectly with others. Learning media are important for teaching and learning, especially in French, because they can convey information from teachers to students more effectively. Learning media are anything that can be used to convey messages from the sender to the receiver. Teachers can create a new atmosphere and make the class interesting by using learning media. Besides, students will not easily get bored when their teacher uses these media to deliver instructions through the materials.

Educational resources are vital for achieving educational aims and objectives. The level of attainment of educational objectives is directly related to the availability of educational resources. Educational resources may be regarded as both human and non-human resources that make up an effective teaching-learning process in the school environment. Educational resources, according to Mugure (2020), are central to the educational process because they facilitate teachers' work and the teaching-learning process. The extent to which an educational institution attains its objective may be related to the educational resources available and utilised (Ayodele & Ogbiye, 2018).

According to Owate and Iroha (2014),

“Educational resources can be categorized into four groups: human, material, physical, and financial resources”

Koroye (2016) describes material resources as those resources employed to facilitate the effective teaching-learning process.

They are used to provide the richest possible teaching-learning interactions between the teacher and the learner by promoting an effective communication process. Material resources include textbooks, charts, maps, audio-visual and electronic instructional materials such as computers, multimedia, internet connectivity, radio, tape recorders, television, and video tape recorders. Other categories of material resources include consumables such as paper supplies and writing materials. Electronic and social media resources could be classified under material resources.

Electronic media resources include computers, internet access, ICT, multimedia equipment, and software applications such as Microsoft Excel, PowerPoint, and Microsoft Word. These are designed to obtain, analyse, store, recall, and transmit accurate information from one place to another at very high speed. Morton (2012) lists a number of electronic media resources, including interactive whiteboards, online libraries, databases, LCD projectors, internet-enabled phones, and hybrid devices that combine two or more of these facilities (Ojo, 2020). Babalola and Fasakin (2018) suggest using infrastructural facilities such as a language laboratory, a well-equipped library, and a pronunciation dictionary for learning phonology.

The technological changes in French Language teaching are basically from an information and communication technology (ICT) perspective. The society is generally ICT-driven, and to keep abreast of these changes, the knowledge and skills imparted to French language learners/students must be restructured. Electronic teaching (e-teaching) is a 21st-century phenomenon, a paperless approach in which teaching is done entirely on a computer.

The use of social media can be a powerful educational tool, making students more interested in learning French and providing unique, dynamic learning experiences for students and teachers alike. As an academic tool, social media has become a common means used by everyone in academic institutions to share academic works, research findings, and book reviews, and to communicate with peers and teachers. Social media improves the likelihood of learning by enabling learners and instructors to connect and communicate effectively.

Social media has changed how people communicate and share information in both their personal and professional lives. This digital world has become part of people's lives, and the use of these applications has expanded into all aspects of life. Education is no exception. Given widespread access to the digital world, educators have the opportunity to further explore and understand the effects of integrating technology, specifically social networking tools, in classrooms, as these tools can provide more engaging and appealing educational opportunities in language classes (Abe & Jordan, 2013; Seaman & Tinti-Kane, 2013). In the field of teaching French as a foreign language, the use of technology has dominated research over the last decade.

Social media facilitates communication through electronic media by sharing the latest information, documents, photos, videos, new ideas, thoughts, interests, opinions, and suggestions among virtual communities and networks. Therefore, a social media user can instantly share with anyone on Earth. Observation shows that more than two-thirds of learners are social media users. The most popular social media resources are instant messaging, social networking, social news, media sharing, wikis, blogging, microblogging, and email. Social media's usability challenges traditional models and distances it from hierarchical tools and elements associated with the longstanding way of teaching and learning French Language (FL)

skills. The social media window is like an active, communicative, open, transparent, and vocal platform for all learners on an equal basis. Hence, it may allow learners to communicate and collaborate, encourage remote learning, and enhance FL skill programmes.

The researcher observed that the problems of non-availability and underutilisation of electronic and social media resources for effective teaching and learning of the French language in our universities seem to be contributing to poor academic performance, as discussion and lecture methods of teaching have been dominating teaching and learning activities. It was also observed that some university language laboratories lack these media resources. According to Okafor and Fagbemi (2016), they discovered that one of the constraints to quality education in Nigeria is inadequate media/equipment/facilities in our schools.

Based on the researcher's observation, some lecturers from universities within the population area have not aligned with the incorporation of electronic and social media resources in teaching French Language courses. Some lack ICT skills to use the facilities, and the unavailability of relevant facilities in some universities for teaching purposes is another problem. Similarly, it was observed that the few facilities provided by some universities cannot meet the needs of all students, leaving them unable to use them. Some lecturers are not skilled in using these new teaching technologies, which may be why they prefer the traditional teaching method. This was supported by Maor (2013), who states that for lecturers to grow professionally and remain relevant, they must possess skills to operate these media resources.

Electronic and social media resources, as part of the material resources which aid the effectiveness of the teaching and learning process, have great potential for knowledge dissemination, effective learning, and the development of more efficient educational services. Technologies have been used to deliver instructions successfully in the education system (Fasae & Olowe, 2014).

Information and Communication Technology is also electronic and social media resources that have changed many aspects of the way we live. Nwagbo and Ugwuanyi (2011) note that Information and Communication Technology is a mechanism for reaching a wide variety of audiences, especially with information that can make meaningful contributions to informed decision-making. Akinwamide (2012) states that the use of Information and Communication Technology (ICT) in teaching and learning language cannot be overemphasised. Brown (2018) explains that ICT is crucial for achieving various educational objectives, including expanding citizens' access to education at all levels and improving the quality of teaching and learning.

In this age of Information and Communication Technology (ICT), there is growing concern for the use of ICT facilities such as the computer, scanner, printer, Intranet, Internet, e-mail, videophone systems, teleconferencing devices, wireless application protocols (WAP), television and satellites, among others, in instructional delivery methods (Nwana, 2012). With ICT, there is a shift from the traditional teacher-directed, didactic approach to modern methods in which computer technology plays a significant role, thereby improving the quality, efficiency, and effectiveness of teaching, learning, and research.

Globally, the nature of teaching and learning is changing rapidly due to increased interaction enabled by more accessible global telecommunications networks driven by the content of the internet (Nwana, 2012). With the increasing capacity of the internet, there is a rise in new learning opportunities beyond the traditional book-teacher model. The shift from teacher-centred to student-centred learning via the internet means that teachers and students at all levels need to embrace information and communication technology.

The success of integrating electronic and social media resources into the teaching and learning of French depends primarily on

teachers' level of awareness and the actual use of these resources in the classroom. French as a third-language subject will need adequate access to electronic and social media resources for all teachers and students; awareness of their use among teachers and their availability are very important.

The availability of electronic and social media resources and their utilisation by lecturers and students to enhance alternative teaching methods pose a problem. In the quest to abate this negative trend, the researcher intends to determine the extent of the availability and utilisation of electronic and social media resources for teaching French in universities in the Southwest, Nigeria.

It appears that incorporating electronic and social media resources into French Language courses has had little impact, due to their unavailability and underutilisation for teaching. This could be why some lecturers prefer to stick to the traditional teaching method. One aim of using electronic and social media resources in teaching French is to improve quality and expand access to practical areas that have been neglected by the traditional 'talk and chalk' method. It appears this aim has not yet been realised in the French language programme due to challenges with availability, adequacy, and expertise in using these electronic and social media resources.

Purpose of the Study

The purpose of the study is to assess the availability of electronic and social media resources for teaching French at universities in the Southwest, Nigeria. Specifically, the study examined:

1. The level of availability of electronic resources in the effective teaching of the French language in universities.
2. The level of availability of social media resources in the effective teaching of the French language in universities.

Research Questions

The following research questions were answered in this study.

1. What is the level of availability of Electronic Media Resources in the effective teaching of the French language in Universities in the Southwest of Nigeria?
2. What is the level of availability of Social Media Resources in the effective teaching of the French language in Universities in the Southwest, Nigeria?

Research Hypotheses

The following research hypotheses were tested in this study:

1. There is no significant difference in the availability of electronic and social media resources for effective French-language teaching between federal and state universities.

Methodology

This study will use a descriptive survey research design. The descriptive research design is used to describe the characteristics of a population or phenomenon under study.

The study population comprised 2,282 French-language students at public universities in the Southwest of Nigeria. A total of five hundred (500) students were selected from 8 public universities in the Southwest, Nigeria, using a simple random sampling technique. The study employed an inventory titled “Availability of Electronic and Social Media Resources Inventory” (AUESMRI) instead of a Likert-scale questionnaire in order to obtain objective data on the actual availability of resources. Unlike Likert-scale instruments, which measure respondents' perceptions or opinions, the inventory method focuses on observable and verifiable presence or absence of specific resources. This approach ensures that the study captures factual availability rather than subjective judgment, thereby improving the validity, reliability, and accuracy of the findings. The

study employed both face and content validity. The test-retest method was used to assess reliability. The reliability of 0.86 was obtained. Descriptive and inferential statistics were used to analyse the data obtained. Simple percentage and frequency counts were used for descriptive analysis, while the t-test was used to test the hypothesis. All hypotheses were tested at the 0.05 level of significance.

Analysis

Research Question 1: What is the level of availability of electronic media resources in the effective teaching of the French language in universities in the Southwest, Nigeria?

Table 1: Frequency and Percentage analysis of availability of electronic media resources

S/N	Electronic Media Resources	Available	Available	Not Available	Not Available	Descriptive	Descriptive
S/N	Electronic Media Resources	F	%	F	%	Mean	Stan Dev.
1	Computer laboratory	423	86.0	69	14.0	1.86	0.35
2.	Local Area Network	277	56.3	215	43.7	1.56	0.49
3.	Video tape	246	50.0	246	50.0	1.50	0.50
4.	Interactive white board	385	78.3	107	21.7	1.78	0.41
5.	LCD projector	296	60.2	196	39.8	1.60	0.49
6.	Computers	432	87.8	60	12.2	1.88	0.33

7.	Printers	482	98.0	10	2.0	1.98	0.14
8.	Television	377	76.6	115	23.4	1.77	0.42
9.	Internet	423	86.0	69	14.0	1.86	0.35
10.	CDROM	365	74.2	127	25.8	1.74	0.44
11.	Instructional Software	295	60.0	197	40.0	1.59	0.49
12.	Smart/White Board	345	70.1	147	29.9	1.70	0.46
13.	Photocopy Machines	444	90.2	48	9.8	1.90	0.29
14.	i-pad	433	88.0	59	12.0	1.88	0.33
15.	Projected video package	267	54.3	225	45.7	1.54	0.49
16.	Laptops	405	82.3	87	17.7	1.82	0.38
17.	External storage facilities	433	88.0	59	12.0	1.88	0.33
18.	ICT Centre	423	86.0	69	14.0	1.86	0.35
19.	Content Management System	315	64.0	177	36.0	1.64	0.48
20.	Document Management system to enhance instruction	403	81.9	89	18.1	1.82	0.39
21.	Public Address System	472	95.9	20	4.1	1.96	0.19
22.	ICT spare part and accessories rooms	345	70.1	147	29.9	1.70	0.46
23.	VOIP Telephone	355	72.2	137	27.8	1.72	0.45
24.	Computer Based Test facilities	482	98.0	10	2.0	1.98	0.14

Several electronic media resources are highly available in the universities in Southwest Nigeria. These include printers (98.0%), computer-based test facilities (98.0%), public address systems (95.9%), and photocopy machines (90.2%). Some resources have moderate availability. These include computer laboratory (86.0%), internet access (86.0%), and computers (87.8%). A few resources have relatively low availability, such as video tapes (50.0%) and video projectors (54.3%). This may impact the use of multimedia in teaching French. The availability of resources such as instructional software (60.0%), local area networks (56.3%), and smart/whiteboards (70.1%) is relatively balanced, with both available and unavailable percentages indicating room for improvement.

Some resources have notably low availability, such as document management systems (18.1%) and content management systems (36.0%). These systems can be important for organising and delivering educational content. Overall, there is room for improvement in the availability of electronic media resources for teaching French in these universities. Addressing the shortage of certain resources, especially those related to multimedia and content management, could enhance the quality of education. Several electronic media resources were highly available in the universities in Southwest Nigeria.

Research Question 2: What is the level of availability of social media resources in the effective teaching of the French language in universities in the Southwest of Nigeria?

Table 2: Frequency and Percentage analysis of availability of social media resources

S/N	Social Media Resources	Available	Available	Not Available	Not Available	Descriptive	Descriptive
S/N	Social Media Resources	F	%	F	%	Mean	Stan Dev.
1.	Teaching Platforms (i.e. Zoom, Google Meet)	445	90.4	47	9.6	1.90	0.29
2.	Chatting Platforms (Facebook, Twitter, Instagram, WhatsApp)	445	90.4	47	9.6	1.90	0.29
3.	GSM handset	492	100.0	0	0	2.00	0.00
4.	Internet Connectivity	477	97.0	15	3.0	1.97	0.17
5.	E-mail	402	81.7	90	18.3	1.82	0.39
6.	School E-library	310	63.0	182	37.0	1.63	0.48
7.	School based website	308	62.6	184	37.4	1.63	0.48
8.	French Language based websites	276	56.1	216	43.9	1.56	0.49
9.	Web conferencing systems	324	65.9	168	34.1	1.66	0.47
10.	Weblog	246	50.0	246	50.0	1.50	0.50
11.	French learning management system	171	34.8	321	65.2	1.35	0.48
12.	Podcast	247	50.2	245	49.8	1.50	0.50

13.	Web-based learning software such as Moodle and blackboard for instruction in my University	215	43.7	277	56.3	1.44	0.49
	e-Learning applications	462	93.9	30	6.1	1.94	0.24
	Video conferencing	372	75.6	120	24.4	1.75	0.43

GSM handsets (100.0%) and internet connectivity (97.0%) are universally available in the universities in Southwest Nigeria, which can potentially support the integration of social media resources into teaching. Teaching platforms (e.g., Zoom, Google Meet) and chat platforms (e.g., Facebook, Twitter, Instagram, WhatsApp) both have 90.4% availability. This suggests that universities have access to tools for online communication and collaboration, such as email (81.7%), and that web-based learning tools, such as e-learning applications (93.9%), are relatively available, indicating the potential for asynchronous communication and digital learning. Resources specifically focused on teaching the French language, such as French language-based websites (56.1%) and French learning management systems (34.8%), have moderate to low availability. This might be an area where improvements can be made to cater for the specific needs of French language instruction.

Podcasts (50.2%) and video conferencing tools (75.6%) are available to varying degrees, which can support multimedia and interactive teaching methods. While some resources are readily available, there is still room for improvement in terms of the availability of certain resources, such as school e-libraries (63.0%) and web conferencing systems (65.9%). These resources can be

valuable for digital learning and collaboration. The availability of social media resources for the effective teaching of French at universities in the Southwest of Nigeria was high.

Test of Hypotheses

Hypothesis: There is no significant difference in the availability of electronic and social media resources in the effective teaching of the French language between state and federal universities.

Table 3: t-test showing the significant difference between State University and Federal University

Variables	N	Mean	SD	Df	t	sig.
State University	241	42.70	4.28	490	0.772	0.440
Federal University	251	42.39	4.41			

$p < 0.05$

The table shows that the t-cal value of 0.772 is not significant because the P value (0.440) > 0.05 at the 0.05 level of significance. This implies that the null hypothesis is not rejected. Hence, there is no significant difference in the availability of electronic media resources for effective French-language teaching between federal and state universities.

Discussion

The findings regarding the availability of electronic media resources in universities in Southwest Nigeria reveal several important

statuses. The study found that certain electronic media resources are widely available in universities, with printers, computer-based testing facilities, public address systems, and photocopy machines among the most widely available. This aligns with the need for administrative and assessment-related resources, which are crucial to universities' day-to-day operations. These findings are consistent with the idea that administrative and infrastructural resources are often prioritised in educational institutions (Eduardo *et al.*, 2017).

The study also identified resources such as computer laboratories, internet access, and computers as having moderate availability. These resources are essential for digital learning and research. While their availability is reasonably good, there is room for improvement, and this can be linked to the need to keep up with technological advancements in education (Roberts, 2019). The study highlighted that certain multimedia resources, such as videotapes and video projectors, are relatively scarce. This poses a potential challenge for incorporating multimedia elements into French instruction. This aligns with the literature, which indicates that limited access to multimedia resources can hinder the implementation of interactive and dynamic teaching methods (Hodges, 2017).

The findings revealed no significant difference in the availability of electronic and social media resources between federal and state universities for the effective teaching of French. It is possible that both federal and state universities in the region receive similar levels of funding and resources for electronic media. If funding levels are similar, it could lead to similar availability across different types of institutions. Availability may be influenced by regional trends and priorities in educational technology adoption. If both federal and state universities are exposed to similar regional factors, they may have similar resource availability.

Conclusion

In conclusion, the availability of electronic and social media resources influenced the teaching of French at universities. On the other hand, there is a high level of availability of social media

resources, indicating their presence in the educational environment. However, the study also highlights inadequacies in both electronic and social media resources for teaching French, suggesting a need to improve their quantity or quality.

Recommendations

Based on the findings of this study, the following recommendations were made.

1. University authorities/management should invest in increasing the availability and adequacy of electronic and social media resources for the teaching of French. This may involve acquiring new tools, updating existing ones, and ensuring that the technological infrastructure supports effective utilisation in language instruction.
2. Faculty members responsible for teaching French should undergo training and professional development programmes to improve their basic digital literacy, classroom use of ICT tools, and integration of French-specific digital resources such as language-learning software, online platforms, and multimedia applications.
3. The French language curriculum should be further strengthened by formally integrating social media resources into assessment strategies, rather than limiting their use to informal learning activities. Social media platforms such as WhatsApp, Zoom, Google Meet, and YouTube can be incorporated into continuous assessment through tasks such as oral presentations, recorded speaking assignments, group discussions, and online participation activities. Students' engagement in these platforms can also be assessed using rubrics that measure communication skills, interaction quality, and language accuracy. This structured integration ensures that social media resources move beyond informal

communication tools and become an essential part of teaching, learning, and assessment in French language instruction.

4. The French language curriculum should be updated to include a more comprehensive integration of electronic and social media resources. This could involve incorporating relevant digital content, interactive online exercises, and collaborative platforms that engage students in language learning beyond traditional classroom settings.
5. Establishing a system for continuous monitoring and evaluation of the utilisation of electronic and social media resources can help identify areas that need improvement. Regular assessments of the effectiveness of these tools in language instruction will allow for timely adjustments and enhancements.
6. Establishment of regular assessment and feedback mechanisms to evaluate the effectiveness of electronic and social media resources in teaching French is necessary for this continuous evaluation process, which can help identify areas for improvement and inform future resource allocation decisions.
7. The government should work towards minimising resource disparities between federal and state universities to ensure equitable access to electronic and social media resources. This may involve targeted investments and resource distribution strategies.

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