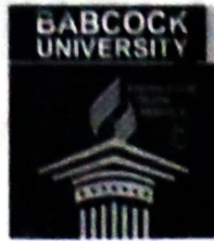


BABCOCK JOURNAL OF MASS COMMUNICATION



A Journal of the Department of Mass Communication, Babcock University, Nigeria



VOLUME 2, NUMBER 3,
MARCH, 2017.

BABCOCK JOURNAL OF MASS COMMUNICATION

**VOLUME 2, NUMBER 3,
MARCH, 2017.**



A Journal of the Department of Mass Communication, Babcock University.

BABCOCK JOURNAL OF MASS COMMUNICATION

Published by:
The Department of Mass Communication
Babcock University

**VOLUME 2, NUMBER 3,
MARCH, 2017.**

Editorial Board

Editor-in-Chief
Dr Kolade Ajilore

Editor
Dr Olusegun Ojomo

Associate Editor
Dr Patricia Ekele Ernest-Onuiri

Production Editor
Dr Mofoluke I. Akoja

Graphics/Production Manager
Egware Henry

Editorial Board Secretary/
Circulation Manager
Olufisayo Ogunwemimo

Statistics and Data Analysis Editor
Taiwo Ogunwemimo

Correspondence
The Editor
Babcock Journal of Mass Communication
Email: bjmceditor@gmail.com

Advisory Board

Professor Dayo Alao
Department of Mass Communication
Adeleke University, Osun State

Professor Victoria Ajala
Department of Mass Communication, Bowen University,
Oyo State

Professor Lai Oso,
School of Communication
Lagos State University,

Professor Rotimi Olatunji,
School of Communication
Lagos State University,

Professor Olufemi Onabajo
Department of Mass Communication
Lead City University, Ibadan, Oyo State

Professor Bayo Oloyede
Department of Mass Communication
Redeemer's University, Osun State

TABLE OF CONTENTS

1.	Imperatives of the Language Arts in the Communication Studies Curricula of Nigerian Universities	1
2.	Health Communication History and Strategies: Reflecting on Global Perspectives in the Nigerian Context	13
3.	Social Media and Advocacy Communication Research: Trends and Implications	37
4.	Leaf as a Communicative Element in Selected Nigerian Cultures	53
5.	Social Responsibility and Sexual Violence: Newspaper Coverage of Sexual Assault in Nigeria	63
6.	Newspaper Coverage of Lassa Fever in Four Nigerian Newspapers	75
7.	Before the Requiem: Internet and the Fate of the Newspaper Industry in Nigeria	95
8.	Influence of Adventist World Radio Programmes on Behavioral Change among Listeners in Adamawa and Taraba States, Nigeria	109
9.	Influence of Social Demographic Status on Public Perception regarding the use of Fear Appeal in HIV and AIDS Awareness Campaign	125
10.	Are the Media Gates Closing? Rethinking Media Gatekeeping Functions in User-Generated Contents	143
11.	Movies as Communication Tool for Creating Awareness on Domestic Violence among Female Undergraduates in Nigeria	155
12.	Hip-hop Music and Sexuality in Youths: What we know and the Gaps in our Knowledge	175

CONTRIBUTORS

Prof. Victoria Olufunmilayo Ajala, Faculty of Social and Management Sciences, (Department of Mass Communication) Bowen University, Iwo, Osun State

Lawrence Adeyomola ADEGOKE, Faculty of Humanities, (Department of Communication & Performing Arts), Bowen University, Iwo, Osun State

Adebola Adewunmi ADERIBIGBE, Faculty of Humanities, (Department of Communication & Performing Arts) Bowen University, Iwo, Osun State

Semiu BELLO PhD, Department of Mass Communication, Faculty of Social and Management Sciences, Olabisi Onabanjo University, Ago Iwoye, Nigeria. Email: semiuolabello@gmail.com

Khadijah ALEDEH, Department of Mass Communication, Faculty of Social Science, University of Lagos, Akoka Lagos Nigeria. Email: deejat@yahoo.com

Oluwatoyin Latifat, KAREEM, Department of Communication and Language Arts, Faculty of Arts, University of Ibadan

Mofoluke Ibidunni, AKOJA, Mass Communication Department, Babcock University, Ilishan-Remo, Ogun State

Thomas Anomoaphe ALEMOH Ph.D, Department of Mass Communication, Taraba State University, Jalingo. Email: Alemohthomas@yahoo.com

Lucy ISHIMA, Department of Mass Communication, Kwara University, Wukari, Taraba State

Patricia E. ERNEST-ONUORI (PhD), Department of Mass Communication, Veronica Adeleke School of Social Sciences (VASS), Babcock University, Ilishan-Remo, Ogun State, Nigeria.

Oluwatobi R. BOLAJI, Department of Mass Communication, Veronica Adeleke School of Social Sciences (VASS), Babcock University, Ilishan-Remo, Ogun State, Nigeria.

Omolayo O. JEGEDE (PhD), Department of Mass Communication, Veronica Adeleke School of Social Sciences (VASS), Babcock University, Ilishan-Remo, Ogun State, Nigeria.

Imperatives of the Language Arts in the Communication Studies Curricula of Nigerian Universities

Victoria Olufunmilayo AJALA, Ph.D. *, Lawrence Adeyomola ADEGOKE, Ph.D. **, Adebola Adewunmi ADERIBIGBE Ph.D. ***

Abstract

Language Arts entails the basic skills of reading, writing, listening and speaking. When critically examined, these skills are among the skills required for success in any environment, be it academic, religious, political, economic, social and even in war situations. This is because they are literacy skills. The field of Communication, no matter the nomenclature, cannot survive without a holistic inclusion of all of these skills. To communicate effectively, writing is essential, to write well, reading is crucial; and to speak well, listening is paramount. In Nigerian Universities, the Language Arts and the Communication Studies curricula stand separately without a complete synergy. Consequently, this paper suggests a marriage that will result in effective synergy. Thus, this study investigated the extent to which the Language Arts are emphasized in Communication Studies Departments across selected universities in South West, Nigeria. The principal documents investigated were the departmental prospectus/handbooks to enable ascertain the level of compliance for the first year across all the Universities chosen. The study recommends that language arts courses should be taught as a primary index in the communication studies curricula of Nigerian Universities. Further, it is recommended that the teaching of language arts subjects in Nigeria should start from the Junior Secondary School.

Key Words: Language Arts, Curricula, literacy skills, Nigerian universities

Background and justification for the study

Languages abound the world over. Every language has a distinct layout of rules guiding its effective use. Languages also have groups, classes, categories and functions. Regardless of the features that any language may have, four skills are crucial for its effective use. These are listening, speaking, reading and writing, otherwise called the language arts. Paul (1992) in Little (2002) made a case for the inclusion of Reasoning as a key component of the Language Arts. These skills are further grouped into two broad categories- the skills of oracy (listening and speaking) and the skills of literacy (reading and writing) on the one side. On the flip side, they are grouped into receptive skills (reading and listening) and expressive skills (writing and speaking). Communication is the exchange of understandable message between a source and a receiver. For this to happen in the clearest terms, these language skills must be competently used by the interactants. It therefore goes to show that the communication studies discipline, regardless of its nomenclature cannot be taught without an active instruction in the language arts. This study probes the extent to which the Language Arts is emphasized in the curricula of Communication Departments in Nigeria universities. The reasoning skill is intentionally left out of this paper because the Authors wish to make a case for it in

subsequent academic discussions.

Statement of the problem

Competence in language arts among students has over the years bothered instructors at both the secondary and post-secondary levels (Adepoju & Oluchukwu, 2011; Nta, Oden, Egbe & Ebuta, 2012). There are cases where students struggle with reading, writing, speaking and listening; this is becoming embarrassingly rampant. Researchers have traced this to a number of reasons. Etuk (2005) in Edem, Mbaba, Udosen & Isioma (2011) traces this problem to the Universal Primary Education (UPE) scheme which was introduced into the Nigeria educational system in 1955; first in the western region and later in 1957 to the eastern region. This scheme reduced the 8 years of primary education to 6 years. As if this was not enough, the scheme encouraged automatic promotion of students after spending 5 years into secondary schools. Communication studies involves a specialized form of training where students are prepared for the task of information dissemination either through the use of the medium of mass communication (print or broadcast channels) or through narrow communication (interpersonal, group, public channels). Whichever the form employed, the effective teaching of the language arts skills is key. This study investigates the extent to which these skills are taught in Nigerian universities.

Research Question

The following question was formulated with a view to finding solution to the problems of the study:

1. To what extent are the language arts introduced from the freshmen year in communication studies departments in south west Nigeria?

Materials, Method and Data Presentation

The multistage sampling technique was used to select the universities for the study. From these universities, the purposive sampling technique was used to pick the departments of Mass Communication. With the list of these departments, it became easy to request for the departmental handbooks. The following is a table showing the spread.

Table 1. Universities and Departments selected for the study.

University	Rationale	Department	Location/State
Lagos State University	State University	Mass Communication	Lagos State
Olabisi Onabanjo University	State University	Mass Communication	Ogun State
Babcock University	Private University	Mass Communication	Ogun State
Bowen University	Private University	Mass Communication	Osun State
University of Lagos	Federal University	Mass Communication	Lagos

Departmental handbooks of these departments were requested on phone and they were sent by the respective Heads of Department to the location of the researchers. These handbooks were further read to verify the extent of pedagogy given to the teaching of Language Arts. The unit of analysis for the study was the weight of credits/units devoted to the Language Arts in the level as found in the prospectus. These credit units were then subjected to simple frequency and percentage counts while discussions and implications followed the presentation of data.

Schools with Mass Communication as a course of Study were chosen over schools with Communication and Language Arts. Three Programmes in three schools; Communication and Language Arts University of Ibadan, Communication Arts, Bowen University, Iwo and Communication Arts, Federal University Oye, Ekiti were intentionally left out because they have fulfilled the motivation for this study which is canvassing the need for the teaching and learning of the language Arts skills.

This study is premised on the fact that the 100 level (freshmen year) provides the foundation for subsequent academic years in the programme. Importantly, the first year is perhaps the only time when students are team players before they opt for specialized areas in their second, third and final years.

Theoretical Perspectives and Review of Literature

The Authors proposed a model for understanding the ideas networked in this paper. The model is titled Communication Skill Acquisition Model.

Table 2: Communication Skills Acquisition Model (COSOMAD)

Primary Indices	Secondary Indices
Reading: Courses designed to teach Reading as Communication	Reading: Courses that obliges students to read for extrapolation of the course content
Listening: Courses designed to teach Listening as Communication	Listening: Courses that obliges students to listen for extrapolation of the course content
Writing: Courses designed to teach Writing as Communication	Writing: Courses that obliges students to write for extrapolation of the course content
Speaking: Courses designed to teach Reading as Communication	Speaking: Courses that obliges students to speak for extrapolation of the course content

Source: The Authors

The field of Communication Studies is saddled with the onerous task of training undergraduates and graduate students alike in the general and specialized skills of communication. This ranges from journalistic training on the one hand, and the non-journalistic training on the flip side. The journalistic training is what is referred to as Mass Communication in many Nigerian Universities. The non-journalistic training refer to those focused strictly or partially in the training of students for the core Language Arts components. Few universities fall in this category with nomenclatures such as Language Arts, later Communication and Language Arts (University of Ibadan), Communication Arts (University of Uyo) and Communication and Performing Arts (Bowen University). In the case of Bowen University, a Department of Mass Communication exists separately under the Faculty of Social and Management Sciences where the core journalistic courses are emphasized. The Communication and Performing Arts Department exists under the Faculty of Humanities and has three programmes namely: Music, Theatre Arts and Communication Arts. The Communication Arts, however, emphasizes the core components of the Language Arts studies.

The Language Arts of the University of Ibadan started with a Reading Centre in 1964/65 session out of the need to create a Reading Centre with the objective of advising first year students on study methods and to improve their speed of English reading and comprehension. This Centre became a full-fledged Department on the 1st of July, 1975. As it grew older and in order to meet wider societal objectives, the name changed in 1987/88 session from the Department of Language Arts to the Department of Communication and Language Arts. The Department, according to the Departmental Handbook, (2011:3) was designed to:

Provide training in communication skills in a variety of setting: interpersonal, group, organizational, cross-cultural, mass communication and instructional. It offers a sequence of courses that provide the student with a firm academic foundation while also ensuring opportunities for skills development and the acquisition of practical experience in the various areas of communication.

From the prospectus, it is clear that the University of Ibadan also trains students for the core journalistic areas, but the initial vision behind its existence as a reading centre is still

very intact. Discussion on this will not be overemphasized because this is not the thrust of this paper.

An Overview of the field of mass communication

Without deviating into history, mass communication has been defined by numerous scholars according to the context of the prevailing situations in the scholar's location of research or writing. The most overwhelming voices among the authors are from the United States of America and the United Kingdom. This is understandable in view of the landscape available for media to fester and without doubt, the USA and the UK alike hold key roles in the media discussion of the world in view of their respective supremacy as advanced economies and sheer global influence for many decades. Another reason for this could be the intimidating parade of intelligentsia in these countries.

Baran & Davis (2012), defined Mass Communication as the process of creating shared meaning between mass media and their audiences. For a medium to be regarded as mass in communication, Kaye & Medof (2005) in Obe (2008) affirmed that it must have acquired fifty million adopters. Of course, it is difficult to go by the guideline given by Kaye and Medof for a number of reasons. How does one define mass communication or teach same, in a country where the total population is just about half of the fifty million? Heterogeneity and Anonymity then becomes a good place to hide. When a message is sent to an audience large enough to the point where the exact number cannot be ascertained and they involve interplay of unclassified recipients, mass communication has taken place. This makes the field of communication a professionally vast one in terms of the enormity of work involved in training good communicators for societal good.

In Nigeria, like it is done in many parts of the world, the training for mass communication university undergraduates is three years (for direct entry) and four years for (Ordinary level entrants). Within these years, it is expected that a student would be able to attain competence in any sequence of the mass communication sub-division with basic working knowledge of others. The sub-divisions are Broadcast Communication (Radio and television), Print Communication (Newspaper, Magazines etc.), Public Relations, Advertising, Integrated Marketing Communications to mention a few.

The argument that is dominant in this paper is that there cannot be an effective training of Mass Communication graduates without an equal training in the line of Language Arts. Adegoke (2005:87) affirmed that:

The production of radio news and current affairs programmes calls for extensive training in the complexities of **writing** for the broadcast media. In addition to the writing skill, the producer of a news programme needs to be skilled in **reading, listening and speaking**. In fact, one discipline which adequately teaches how to acquire these skills is the Language Arts....

Today, our television and radio announcers, news casters, reporters, correspondents to

mention a few need to be trained and retrained constantly on the imperatives of the language arts. A significant number of these media personnel do not bother about articulation and sound delivery of their lines as it used to be. The implication of this development is that the teeming young and naive population are inclined to see these media personnel as models for speech.

Table 3: Level of Language Arts components needed for Mass Communication job performance.

Mass Communication/ Communication Studies Professional Activities	Relevant Communication Skills needed on the Job
Sports /News Reporting	Reading, Speaking, Listening and Writing
Newspaper Review	Reading and Speaking
Journalistic Interview	Reading, Listening, Speaking and Writing
Press Conferences	Reading, Listening, Writing and Speaking
Advertising	Reading, Listening, Writing and Speaking
Public Relations Practice	Reading, Listening, Writing and Speaking
Print Journalism (Reporters) (Newspapers, Magazines, Journals, books, etc.)	Reading, Listening, Writing and Speaking
Broadcast Journalism: Gathering info; reporting; and broadcasting	Listening, Reading, Speaking and Writing
Special events, e.g. Exhibitions, Events Management	Reading, Listening and Speaking
Book Publishing, Editing and Proofreading	Reading, Writing
Radio & TV drama, including Music, dance and comedy	Reading, Writing, Listening and Speaking
Graphics of Communication, essentially for TV programmes/drama, musicals, etc.	Reading and Writing

Today, our television and radio announcers, news casters, reporters, correspondents to mention a few need to be trained and retrained constantly on the imperatives of the language arts. A significant number of these media personnel do not bother about articulation and sound delivery of their lines as it used to be. The implication of this development is that the teeming young and naive population are inclined to see these media personnel as models for speech.

Table 3: Level of Language Arts components needed for Mass Communication job performance.

From the preceding table, it is clear that the Language Arts has relevance in all the professional sequences of mass communication. A Graphic Artist needs to be able to read and write effectively as a minimum requirement for survival and success on the job.

A significant number of these media personnel do not bother about articulation and sound delivery of their lines as it used to be. The implication of this development is that the teeming young and naive population is inclined to see these media personnel as models for speech.

Attempting a Conceptual Framework: Language-Arts Imperative for Communication Arts (LAICP)

The frameworks on which this paper is anchored are series of arguments; known as Language Arts Imperatives for Communication Pedagogy (LAICP) as initiated by the authors. LAICP simply proffers the under-listed:

- i. Training in listening is fundamental to the success of any communication Studies programme because listening is a stimulus on which every essence in the programme must run.
- ii. Without listening and without effective training on listening, the fundamental essence of communication education will be lost.
- iii. Listening as communication should be taught and examined from the first year in the communication studies programme.
- iv. The first year is the foundation on which subsequent discussion will stand.

Data Presentation and Discussion of findings

Table 4: Unit of analysis from Lagos State University (LASU)

University/ School	Department	Course Code & Credit	Direction Emphasis	Direction	Frequency & Percentage
Lagos State University, Ojo Campus, Lagos State. State Owned University founded 1983	Department of Public Relations and Advertising, School of Communication	MAC 101 (2)	Listening & Speaking	Secondary Index	02
		MAC 103 (2)	Listening & Speaking	Secondary Index	02
		MAC 103 (2)	Listening & Writing	Secondary Index	02
		MAC 104 (2)	Listening & Writing	Secondary Index	02
		MAC 105 (2)	Listening & Writing	Secondary Index	02
		MAC 106 (2)	Listening & Reading	Secondary Index	02
		MAC 107 (2)	Not Applicable	Secondary Index	02
		MAC 108 (2)	Listening & Reading	Secondary Index	02
Total %					14n=32 44%

Sources for all Tables: Departmental Handbooks (See Reference list)

Lagos State University has a Faculty called the School of Communication Studies devoted to the study of Communication. Departments under the faculty include Public Relations and Advertising, Print Journalism and Broadcast Communication. The Public Relations and Advertising Unit (PRAD) was selected through the simple random technique for the purpose of this study.

The preceding table shows that 16 credit units were devoted to courses in the first year; among these, 4 credit units were allocated to Speaking, 6 credit units were devoted to Writing and 4 credit units were devoted to Reading. However, MAC 107 (History of Nigerian Mass Media) is a 2-Credit Compulsory Course designed to encourage students to apply their reading skills for the purpose of decoding the author's messages appropriately in order to abstract the intended message of the writer. The following is the course description for MAC 107 as captured in School of Communication Studies Brochure (2010:32).

The course traces the major periods and trends in the historical Development of the Mass Media in Nigeria. It provides an overview of the history of Mass Media and their adjuncts.

Table 5: Unit of analysis from Babcock University, Ilishan Remo

University/ School	Department	Course Code & Credit	Direction Emphasis	Direction	Frequency & Percentage
Babcock University Ilishan Remo, Ogun State Private Faith- Based University Founded 1999	Mass Communication	MAC 101	Listening & Speaking	Secondary Index	02
		MAC 113	Listening & Reading	Secondary Index	02
		MAC 115	Listening & Writing	Secondary Index	02
		MAC 116	Listening & Reading	Secondary Index	02
		MAC 117	Not Applicable	Secondary Index	02
		MAC 118	Listening & Reading	Secondary Index	02
		MAC 120	Listening & Reading	Secondary Index	02
					12n=28
Total %					43%

The Department of Mass Communication at Babcock University in Ilishan, Ogun State is situated under the Babcock Business School, an equivalent or an arm of the Social Sciences. From table 5 above it clear that the emphasis on Reading with 08 credits is more than the emphasis on Speaking and Writing combined.

Table 6: Unit of analysis from Bowen University, Iwo, Osun State

University/ School	Department	Course Code & Credit	Direction Emphasis	Direction	Frequency & Percentage
Bowen University, Iwo, Osun State Private Faith- based University Founded 2001	Mass Communication	MAC 115	Listening & Speaking	Secondary Index	02
		MAC 119	Listening & Reading	Secondary Index	02
		MAC 121	Listening, Reading & Writing	Secondary Index	03
		MAC 122	Listening, Reading & Writing	Secondary Index	03
		MAC 128	Listening & Writing	Secondary Index	02
		MAC 129	Listening & Writing	Secondary Index	02
		MAC 114	Listening & Writing	Secondary Index	02
					16n=28
Total %					57%

Table 6 shows that seven (7) courses amounting to 28 Credits are taught in the first year at Bowen University in Iwo. While Listening is considered a Primary Index in this analysis, Speaking, Reading and Writing aggregate to 57% on secondary Index basis.

Table 7: Unit of analysis from the University of Lagos (Unilag)

University/ School	Department	Course Code & Credit	Direction Emphasis	Direction	Frequency & Percentage
University of Lagos Lagos State Federally managed University Founded 1962	Mass Communication	MAC 101	Listening & Reading	Secondary Index	02
		MAC 102	Listening & Reading	Secondary Index	02
		MAC 104	Listening & Reading	Secondary Index	02
		MAC 111	Listening & Reading	Secondary Index	02
		MAC 107	Listening, Reading & Writing	Secondary Index	03
		MAC 105	No Course Description	Secondary Index	00
		MAC 106	Listening & Reading	Secondary Index	02
		MAC 112	No Course Description	Secondary Index	00
		MAC 108	Vaguely Described	Secondary Index	00
Total %					13=n=36
					36%

The preceding table 4 above shows that MAS 105 and MAS 112 were not analyzed because the handbook did not provide course descriptions for these courses. Meanwhile, MAS 108 (Online Journalism II) was vaguely described as captured in University of Lagos (Undated: 46):

This course serves as a build up to MAS 107 and is designed to offer practical knowledge of the usage of computer applications for various tasks in all areas of Mass Communication. Emphasis is based on simple operating systems, Microsoft Word, CorelDraw, Power-Point, etc.

Because listening is considered a Primary Index in our analysis, we found that Speaking, Reading and Writing amount to 36% on Secondary Index basis.

Table 8: Unit of analysis from the Olabisi Onabajo University (OOU)

University/ School	Department	Course Code & Credit	Direction Emphasis	Direction	Frequency & Percentage
Olabisi Onabanjo University (OOU) State managed University Founded 1982	Mass Communication	MAC 101	Vaguely Described	Secondary Index	02
		MAC 102	Listening & Reading	Secondary Index	02
		MAC 103	Listening & Writing	Secondary Index	03
		MAC 104	Listening & Reading	Secondary Index	02
		MAC 105	Vaguely Described	Secondary Index	02
		MAC 106	Listening & Reading	Secondary Index	02
		MAC 108	Listening, Reading & Writing	Secondary Index	02
					13n=28
Total %					39%

Table 8 above presents the result of the findings for Olabisi Onabanjo University (OOU). Two course descriptions MAS 101 (Introduction to Mass Communication) and MAS 105

(Introduction to Adverts and Public Relations) were found to be vaguely described as stated below.

This course is aimed at introducing to students of Mass Communication in both general and specific terms. Topics to be covered include definition of Mass Communication, types of communication; intra and interpersonal communication, traditional and modern communication, public and international communication, etc., types of features of mass media, channels of mass communication (pp. 2).

This is an introduction course on the processes and roles of advertising. Topics includes; Definition, types and development of advertising; the planning and organizing of advertising; the comparison with marketing, journalism, public relations, publicity, propaganda, the agency, the advertiser, advertising research, and advertising media (pp.2).

Thus, from the point of view of these researchers and their efforts at reviewing extant literature, no study has fore-grounded any analysis of communication skills in the approach of this study.

Summary of Findings

These Authors propose a Communication Skill Acquisition Model (COSAMOD) comprising two variables namely; Primary and Secondary indices to guide the discussion and analysis of data generated from the Departmental Handbooks. Primary Indices are courses designed to teach Listening, Reading, Writing and Reading, while Secondary Indices are Courses that oblige students to Listen, Read, Write and Speak. An assumption which runs in the paper is that because students are compelled to listen for learning, listening is then listed as a compulsory option across all entries.

Guided by the objective of the paper which sought to discover the extent that language arts are introduced and taught in the freshmen year in communication studies departments in South West Nigeria, the succeeding paragraph captures quite succinctly the summary of findings.

No University in the South West of Nigeria teaches Communication Skill as a Primary Index of instruction in the freshmen year. By primary index, we mean that there are no courses with the primary aim of teaching Language Arts courses. Data generated from the unit of analysis show that all courses taught in the freshmen year are given through the Secondary Index which only oblige only to listen, read, write and speak through extrapolation of the course contents.

Recommendations

The following are recommended based on the findings of the study:

This study recommends that Language Arts courses should be taught as a primary index in the communication studies curricula in Nigerian Universities, especially from the first

year. Further, it is recommended that the teaching of Language Arts subjects in Nigeria should start from the Junior Secondary School to reinforce instructions given from primary and post-primary levels of education. We hope that this reinforcement will further facilitate the understanding of the skills for practical usage in instances where the students take interest in core journalistic area or allied disciplines. The first year in the university affords undergraduate students the time to cope with the registers and foundations of the discipline they have been admitted for and other very basic instructions, hence the choice of the first year for investigation.

By primary index courses, we mean courses that are designed, coded and described principally for the teaching of reading, listening, writing and speaking as communication. With primary index courses as articulated in the Communication Skills Acquisition Model (COSOMAD) in this paper, it is expected that graduates in the field of communication studies will be more grounded in communication skills which is amongst other things a prerequisite for sound interpretation of their professional competence.

Limitations of the study and suggestions for further research

The authors acknowledge that the selection of only first year courses was a huge limitation. Also, the delimitation of sample to South West is acknowledged to be another limitation. We suggest the replication of this study in universities in other geo-political zones in Nigeria. We suggest also, that other levels (sophomore to the final year) be probed using the model proposed by the Authors.

Acknowledgements

The Authors acknowledge with gratitude the efforts of the various Heads of Department of Mass Communication in the sampled Universities. These HODs gladly sacrificed time and money to send hard copies of their prospectus for the study.

Funding

The author(s) received no financial support for the research, authorship, and/or Publication of this article.

References

- Adegoke, L.A. (2005). The role of a communication and Language Arts specialist in the production of news and current affairs programmes in a radio Newsroom. In Folarin (ed.) Topical Issues in Communication Arts & Sciences. Vol 1. Ibadan: Bakinfo Publications.
- Adepoju, T.L and Oluchukwu, E.E. (2011). A study of secondary school students academic performance at the senior certificate examination and implication for education planning and policy in Nigeria. International Multi-disciplinary Journal. Vol. 5 (6). Pp 3-4
- Babcock University, (2016) Academic prospectus for the department of mass communication, Babcock Business School. Unpublished. pp. 3-8

- Bowen University, (2012). Academic prospectus 2012-2017. Ibadan: Baptist Press. pp 273-274
- Baran, S. J. and Davis, D. K. (2012). Mass communication theory: foundations, ferment, and future. 6th edition. Boston: Wadsworth
- Edem E., Mbaba A.U. & Isioma E.P. (2011). Literacy in primary and secondary education in Nigeria. Journal of Language and Culture. Vol. 2 (2) pp 4
- Little, C. (2002). Reasoning as a key component of language arts curricula. The Journal of Secondary Gifted Education, Vol. XIII, (2). Texas. Prufrock Press.
- Lagos State University (2013). Brochure for Lagos State University School of Communication for bachelor of science Degree. Lagos: pp. 32
- Nta E.G, Oden S.N, Egbe, G.B & Ebuta C.N. (2012). Optimizing students' performance in english through quality teacher education. Journal of Education and Practice. Vol 3 (9). pp 4
- Olabisi Onabanjo University, (2016). Academic prospectus for the department of mass communication, faculty of social and management sciences. Unpublished. pp. 3-10
- University of Ibadan, (2011). Handbook for the Department of communication and Language Arts. Ibadan. CLA. pp 2-3
- University of Lagos (Undated). Postgraduate and undergraduate prospectus. Lagos: Department of Mass Communication Photo Shop. pp. 25-26