

## **Acculturation Programme in Yoruba Language: A Tool for Sustaining Yoruba Culture among the L2 Students of Federal College of Education, Yola**

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### **Abstract**

This study examined the effect of the Acculturation programme in sustaining Yoruba culture using Yoruba L2 students from the Federal College of Education, Yola as a case study. The study was guided by four research objectives which include: to examine the effect of acculturation programme on the spoken language of L2 Yoruba; to investigate the influence of acculturation programme on L2 students in sustaining Yoruba culture, to investigate factors that can make the acculturation programme have positive effects on L2 Yoruba students and to find out factors that are hindering the effectiveness of acculturation programme. The study randomly sampled forty students that is, NCE 1, NCE II and those that have passed through the programme at Federal College of Education Oyo (special) Oyo. The study used the questionnaire to obtain data and analyzed the data using mean and standard deviation statistics. The study found that acculturation is a tool for sustaining Yoruba culture. Also, the study revealed that lacks of money, stress, acceptance problem, insecurity are factors hindering the effectiveness of the acculturation programme. The study recommended that government should look for a way of subsidizing the tuition fees and transportation fare of the acculturation students to create interest for sustainment of Yoruba culture. Also, the host communities should be accommodative enough so that the non- speakers of the language may have interest in their culture. The research concluded that acculturation should be maintained because it serves as a measure for integration and custodian of culture, especially in a multi-ethnic and multi-lingual nation.

### **Introduction**

The term acculturation refers to activities and programme aimed at incorporating an individual into another culture, the one an individual is not conversant with. It is a kind of socio-psycholinguistic interaction among students of language, especially indigenous languages. Nigeria is a multilingual nation, a situation that gives rise to bilingualism or multilingualism as the case may be even in the field of education, (Atowa, 2017). Acculturation programme is one of the expected courses for students offering indigenous language as L<sub>2</sub> and just like every other course, the aim and objective of it is to incorporate one into another culture (Berry, 2006). As it is obvious that language is culture and culture is language, once one offers any language as (L<sub>2</sub>), it is very important to put oneself into the culture of that language and this is better done in the community where the language has wider average communication. Therefore students are taken to places where they can have full and direct contact with the language; in market places, neighborhood, traditional and communities, direct interaction with the host language and the people of the community, this is what makes acculturation a well-recognized and important medium of instruction on the other hand.

Acculturation is the process of cultural imposition on a student; this cultural imposition will create a kind of awareness, acceptance and change of national and even dominance over another. For example, students offering Yoruba language as L<sub>2</sub> are being exposed to the culture and traditions of Yoruba people. Berry (2003) coins the word and defines it as psychological change induced by cross-cultural imitation power where people eat their kinds of food, live in their kinds of house and practice their ways of life. Nigeria is a heterogeneous nation, and the people have lived together and absorbed one another's culture long before the arrival of the European colonists (Berry, 2003).

Nwolise (2004) supports this assertion when he says "the diffusion and fusion of culture has help tremendously in fostering understanding among the people." Acculturation like other laudable government programmes and policies: national youth service corps; the national orientation agency; the national Quota system; the Federal character commission is all geared toward checking the

negative aspects of cultural diversity. According to Wada (2001) acculturation programme is about aiding the understanding of L<sub>2</sub> teacher trainee of any three Nigeria major languages, about others people culture and coming directly into contact with them. This is to alter the possible distorted prejudices that the students might have heard or had regarding their host community. In essence, acculturation can assist in instilling a sense of tolerance and accommodation of other people in culture both on the part of the student-teacher and the host community. The curriculum for acculturation stated that students (L<sub>2</sub>) of the Hausa, Igbo and Yoruba language are expected to spend a minimum of twelve (12) weeks in the acculturation programme at the definite designated centers in Nigeria. The students are expected to live among the people to improve their spoken skill and engage in teaching their second majors in the cooperating institutions, and should normally be in session during the period. In addition to this, other cultural activities are expected to be organized for the student within the host community. There should be an agreement between the acculturation centres, the National Commission for Colleges of Education and the College on when the students should be in the village Centre. However, the N.C.C.E is to be actively involved by inspecting the designated centres from time to time to ensure maximum benefits for the students (Anyanwu, 2017).

Acculturation and language or culture go paripassu, that is, one cannot talk about acculturation without talking about language or culture. It is expected that acculturation students should be able to make use of the language after they have been immersed in another culture. Language is very useful in almost all facets of life and serves as the primary medium of communication for mankind. It is a statement of fact that biologically, no other creatures possess a well-developed language. As a medium of communication, language is used in many human interaction situations to express ideas, describe things or situation, convince, deceive, criticize, commend, and build. It is of course a natural endowment that distinguishes the human being from other creatures. The Yoruba language is one of the three major Nigeria languages (other are Hausa and Igbo) which are considered as being language of wider communication in the western part of the country (Bamgbose 2003).

Yoruba language possesses the quality of expression to the core and even beyond, although its wider communication has attained both National and International recognition, (Ukuegba, 2001). The language serves as a means of communication and self-expression. It is estimated that over 16 million people speak Yoruba in Nigeria in States like; Lagos, Oyo, Ogun, Ondo, Osun, Kwara, Ekiti, and part of Edo and Kogi. Moreover, there are Yoruba speaking communities outside Nigeria, countries like; Benin Republic, Togo, Cote d'Ivoire, Sierra Leone, Ghana and Niger Republic. Yoruba has numbers of dialect; the dialects include Ibolu, Owe, Owo, Oyo, Ife, Ila, Ekiti, Ijesa, Ijebu, Ondo, Yagba, Daje, Ikole, Awori, Egba and Igbomina. Literature has been published in the language for over a hundred years. The first Yoruba words were in print in about 1891. Today the language possesses one of the larger bodies of literature in Africa (Akinlabi, and Waheed, 2013).

Talking about culture, culture is a complex phenomenon that no single definition can capture. Often aspects of culture are being taken as an important component un-accounted for. The word "culture" as a matter of fact, encompassed everything about a race of a given people; it includes language, religion, marriages, food, clothes, and fashions. Culture is often a yardstick to identify people's way of life. In a nutshell, one can say culture is the totality of man's life as exemplified in the society which has different values; these values can be theological value, moral value and ethical value.

Yoruba culture is endowed with many values according to Akinlabi and Waheed (2013), some of the values are:

- i. Respect for elder
- ii. Community development through collective responsibilities/efforts of the people in a community.
- iii. The virtue of honesty
- iv. The virtue of both informed and formal education
- v. The values of cultural practices from the ways they dress, to what they eat.
- vi. The virtue of humanity enables a Yoruba person to be able to wrap his mind around the nitty-gritty of any complex issues without losing his composure.

### **Theoretical Framework: Acculturation Theory of Language Acquisition**

In second language acquisition, the acculturation model theory is a theory proposed by Berry and John Schumann to describe the acquisition process of a second language by members of ethnic minorities that typically include immigrants, migrant workers or the children of such group. Culture shock and the stages of culture shock are part of the acculturation process. Scholars in different disciplines have developed more than 100 different theories of acculturation (Rudmin, 2003). However, contemporary research has primarily focused on different strategies and how acculturation affects individuals as well as intervention to make the process easier.

Berry proposed a model of acculturation that categorizes individual adaptation strategies along two dimensions. The first dimension concerns the retention or rejection of an individual's native culture. The second dimension concerns the adoption or rejection of the host culture. From these two strategies, four acculturation strategies emerge: assimilation, separation, integration, and marginalization. The theory suggests that the acculturation strategy people use can differ between their private and public areas of life, for instance an individual may reject the values and norms of the host culture in his private life but he might adapt to the host culture in public part of his life. Moreover, attitudes towards acculturation and the different acculturation strategies available have not been consistent over time. Some acculturation theorists like Nguyen and Okasaki suggest that the integration acculturation strategy has the most favourable psychological outcomes for individuals adjusting to a host culture and marginalization has the least favourable outcomes. Theorists like Gudykunst and Kim, (2005) argue that the four strategies have very little predictive validity because people do not always fall neatly into the four categories. Situational determinants (e.g. travelling with family, familiarity with languages) and environmental factors also impact the availability, advantage and selection of different acculturation strategies.

The main purpose of acculturation theory is to develop students' second language acquisition and the learning of academic content and cultural situation. Hence students should be able to communicate, dress and interact competently with more people in more places in an increasingly independent world community.

### **Statement of the Study**

This research attempts to investigate the effect of the acculturation programme especially in the Yoruba language among the L<sub>2</sub> students of Yoruba department in Federal College of Education Yola. The research discusses that language plays an important role in culture. Previous research indicates that assimilation, separation, and integration modes of acculturation are more often reported among immigrant and international students' population than marginalization. Relatively, in this study, only the strategy of integration is examined in the context of language confidence among the L<sub>2</sub> students who undergo their acculturation course at the Federal College of Education Oyo. Nevertheless, the specific mode of acculturation chosen by students can vary through acculturation.

Moreover, there are some serious constraints of the acculturation programme. It is a known fact that there is a global economic recession that has affected the socio-economic activities of Nigerians generally. Taking from this angle, acculturation requires money to take care of all the activities within the programme. Students have to pay the school fees, pay for transportation, feed themselves even in an environment where the cost of living may be higher than theirs and pay other miscellaneous. Also, food and feeding habits are affected during acculturation. The kind of food items in the culture of students on acculturation may be quite different from one in the culture of the host community; this may bring dissatisfaction on the part of the students feeding. The issue of the health of the students cannot be overemphasized. Gudykunst and Kim (2005) state that acculturation affects health by impacting the level of stress, access to health resources and attitude towards health. Individual health may be affected as a result of environmental change, stress, or being in the midst of a large number of people. These problems and others make the researchers embark on this investigation to see if acculturation in the N.C.E programme has achieved and is still achieving its aims.

### **Purpose of the Study**

The main purpose of this study is to investigate the effects of the acculturation programme in Yoruba language as a tool for sustaining Yoruba culture among L<sub>2</sub> students of Federal College of Education Yola. Therefore, the research work investigates these specific objectives:

1. To examine the effect of the acculturation programme on the spoken language of L<sub>2</sub> Yoruba students.
2. To investigate the influences of acculturation programme on L<sub>2</sub> students in sustaining Yoruba culture.
3. To investigate the factors that can make the acculturation programme have positive effects on L<sub>2</sub> Yoruba students?
4. To find out factors that are hindering the effectiveness of acculturation programme on L<sub>2</sub> students in Yoruba language.

### **Research Question**

In carrying out valid research in the present study, the following research questions were asked:

1. What is the effect of the acculturation programme on the spoken language of L<sub>2</sub> Yoruba students?
2. How does the acculturation programme sustain the Yoruba culture?
3. What are the factors that can make the acculturation programme have positive effects on L<sub>2</sub> Yoruba students?
4. What are the factors hindering the effectiveness of the acculturation programme?

### **Significance of the Study**

This research work is important to L<sub>2</sub> students, lecturers, Colleges of Education, and Curriculum planners towards the acculturation programme in Nigeria.

1. For the L<sub>2</sub> Yoruba language students, the programme may increase the ability level of speaking skills, reading skill, listening skill and writing skill. They will be more proficient in the language of the community they find themselves in.
2. For the lecturers teaching the L<sub>2</sub> students on acculturation Centre, he/she serves as a researcher in actualizing the goal of acculturation through research, teachers would develop specialized textbooks, artifacts and methodology that would be used for acculturation programme. The language teacher stands as a researcher who will through intensive research work develop adequate textbooks and methodology that will facilitate better acculturation.
3. At least it may make curriculum planner like; NCCE know the area where they need to improve when it comes to the execution of this laudable programme. Also, this work may be used to enable the acculturation policy makers in Nigeria like NERDC and NCCE to identify the problems and challenges bedeviling acculturating student and the programme itself

### **Scope and Delimitation of the Study**

The scope of the study is limited to L<sub>2</sub> students (both the graduated and the current students in the department of Yoruba, Federal College of Education Yola). It is limited to NCE II, III and those that have passed through the programme at Federal College of Education (Special) Oyo (graduated students as of 2015). Also, the investigation is limited to the positive effects of the acculturation programme in sustaining Yoruba culture.

### **Research Design**

The survey design is used to assess and examine the effect of acculturation programme in sustaining Yoruba culture among the former and present L<sub>2</sub> students in Yoruba Department. The reason for adopting this design is to find out the accurate status or reason of a given phenomenon to gather different view/opinion of the students on the effect acculturation programme and sustainability of culture

### **Population**

Population of any research work has been variously defined by the different scholars and their definitions pointed toward the same direction. Avwokeni (2006) referred population of research as the

“set of all participants that qualify for a study” while Akinade and Owolabi (2009) defined population as the total set of observation from which a simple is drawn. The population in this research comprised of both L<sub>2</sub> students that have graduated as at 2015 and present NCE II, NCE III students in the Department of Yoruba in Federal College of Education Yola. The study population targeted 60 students who have gone for acculturation programme at Federal College of Education (special) Oyo. They are responsible for planning and implementing the process of learning Yoruba acculturation programme (YOR L<sub>2</sub> 125) as NCCE stated it in the curriculum of NCE.

### Sample Size

Stratified and random sampling technique were used to select the sample for this study. The sample for the study was made up of 40 L<sub>2</sub> students, (students that have graduated and the present students in NCE II and NCE III) from the Department of Yoruba. The study selected 20 students from each level; 20 students from graduated students and 20 students out of the present level.

### Research Instrument

In this study, the instrument used for data collection was the questionnaire developed by the researchers. The questionnaire contained 15 items. The questionnaire was designed and drawn in a way that respondents would be able to understand it. A four point Likert scale of Strongly Agree (SA), Agree (A), Strongly Disagree (SD), Disagree (D), was used in measuring responses of their respondents.

### Validity of the Study

The questionnaire was titled “Acculturation as a tool for sustaining Yoruba culture”. (ATSYC). The researchers carried out the validity of instrument before the questionnaire was administered. Face and content validity were ascertained by the project supervisor and a professional in Yoruba department FCE, Yola. Necessary corrections were made on the items and later administered to the respondents.

### Method of Data Collection

Two methods were used in the distribution of the questionnaire; online questionnaire was used for the graduated students while face to face method was used for the present students. The sample graduated students were contacted ahead of time to get their email address. Thus, after the filling of the questionnaire, the students submitted the questionnaire, while the face to face method was administered and collected by the researchers personally.

### Method of Data Analysis

The data collected were analyzed using mean and standard deviation statistics.

## Results and Discussion

**Table 1: Respondents Bio-Data**

Variables	Students Status		Overall Fx (%)
	Outgone Fx (%)	Current Fx (%)	
Age			
18 – 20	8(40%)	10(50%)	18(45%)
21 – 30	7(35%)	7(35%)	14(35%)
31 and above	5(25%)	3(15%)	8(20%)
Gender			
Male	13(65%)	11(55%)	24(60%)
Female	7(35%)	9(45%)	16(40%)

Fx: Frequency; (%) percentage

Table 1 presents the bio-data of respondents based on their age group and gender. The result shows that in overall, 45% of sampled L<sub>2</sub> students both the outgone and current NCE students from Yoruba Department FCE Yola were within the ages of 18 – 20 years. Also, 35% of sampled L<sub>2</sub> students both outgone and current from Department of Yoruba FCE Yola were within the ages of 21 – 30, while the remaining 20% were those with ages above 31 years. These results show that the sampled respondents were within the active ages which can influence their learning rate, especially, language that demands

a sound reasoning factors and active participation of learners. Also, their youthful ages can also influence their free interaction with other students from other institution during acculturation. Also, the result on Table 1 presents the gender distribution of respondents. The result shows that in overall 60% of respondents were male while the remaining 40% were female. This shows that sampled students both the outgone and current were duly represented across gender. The gender of students participating acculturation can influence their learning rate and cultural assimilation. Also, some studies such as Gudykunst and Kim (2005); Gibson (2001) and Abbas (2017) have attributed gender to language mastering.

**Research Question 1:** What is the effect of acculturation programme on spoken language of L2 Yoruba students?

Table 2: Effect of Acculturation Programme on Spoken Language of L2 Yoruba Students

S/n	Items	$\bar{X}_{OG}$	$\bar{X}_{CT}$	$\bar{X}_{Overall}$	Std. Dev	Remark
1	Acculturation programme do interfere the language of the L2 students	3.50	3.70	3.60	0.23	Agree
2	Acculturation programme helps L2 students studying Yoruba to learn and eat traditional food of Yorubas	3.30	3.50	3.40	0.28	Agree
3	By undergoing acculturation programme L2 students can learn how to great in Yoruba	3.50	3.30	3.40	0.29	Agree
4	Acculturation programme can mold students character by dressing decently and have an interest in Yoruba attire	3.10	3.20	3.15	0.71	Agree

$\bar{X}_{OG}$ : Mean Respond for Outgone Students;  $\bar{X}_{CT}$ : Mean Respond for Current Students;  $\bar{X}_{Overall}$ : Overall Mean Respond; Std. Dev: Standard Deviation

The result on Table 2 reveals the perspective of sampled students from Yoruba Department in FCE Yola on effect of acculturation programme on spoken language of L2 Yoruba students. The result shows that in overall the students strongly agreed that acculturation programme do interfere the language of the L2 students (Overall Mean =3.60; Standard Deviation =0.23). Also, the sampled students from Yoruba Department FCE Yola agreed to the assertion that acculturation programme helps L2 students studying Yoruba to learn and eat traditional food of Yorubas (Overall Mean = 3.40; Standard Deviation =0.28). More so, the sampled students believed that by undergoing acculturation programme L2 students can learn how to great in Yoruba language (Overall Mean =3.40; Standard Deviation =0.29). Likewise, the students strongly agreed that acculturation programme can moldstudents' character by dressing decently and have an interest in Yoruba attire (Overall Mean =3.15; Standard Deviation =0.71).

**Research Question 2:** How does the acculturation programme sustain the Yoruba culture?

Table 3: Effectiveness of Acculturation Programme in Sustaining the Yoruba Culture

S/n	Items	$\bar{X}_{OG}$	$\bar{X}_{CT}$	$\bar{X}_{Overall}$	Std. Dev	Remark
5	Studding of Yoruba Language is the only way to sustain Yoruba culture	1.20	1.60	1.40	0.24	Agree
6	Going for acculturation programme can sustain the culture of the Yoruba	3.50	3.70	3.60	0.84	Agree
7	Imposition of Yoruba attire on L2 students studying Yoruba can make Yoruba culture not to go into extinct	3.10	3.10	3.10	0.18	Agree
8	Learning and greeting in Yoruba can make L2 students to sustain Yoruba way of greeting and forget about their own	1.40	1.10	1.25	0.41	Agree

$\bar{X}_{OG}$ : Mean Respond for Outgone Students;  $\bar{X}_{CT}$ : Mean Respond for Current Students;  $\bar{X}_{Overall}$ : Overall Mean Respond; Std. Dev: Standard Deviation

The results on Table 3 presents the perspective of sampled students form Yoruba Department of FCE Yola on effectiveness of acculturation programme in sustaining the Yoruba culture.The result shows that the sampled students strongly disagreed that studying of Yoruba Language is the only way to sustain Yoruba culture (Overall Mean =1.40; Standard Deviation =0.24). Also, the sampled students agreed that going for acculturation programme can sustain the culture of the Yoruba (overall mean =3.60; Standard Deviation =0.84). Also, the sampled students strongly agreed that imposition of Yoruba attire on L2 students studying Yoruba can make Yoruba culture not to go into extinct (overall

mean =3.10, Standard Deviation =0.18). However, the sampled students from Yoruba Department FCE Yola strongly disagreed to the assertion that learning and greeting in Yoruba can make L2 students to sustain Yoruba way of greeting and forget about their own (Overall Mean =1.25; Standard Deviation =0.41). These results showed that studying Yoruba language is not the only way of sustaining Yoruba culture. Also, participation in acculturation does not make L2 students to forget their culture. Meanwhile, acculturation and dressing in Yoruba attire can sustain Yoruba culture.

**Research Question 3:** What are the factors that can make acculturation programme to have positive effects on L2 students?

Table 4: Factors that Can Make Acculturation Programme to have Positive Effects on L2 Students

S/n	Items	$\bar{X}_{OG}$	$\bar{X}_{CT}$	$\bar{X}_{Overall}$	Std. Dev	Remark
9	Increasing the duration of programme can make a positive effect on L2 students	3.50	2.80	3.15	0.94	Agree
10	Financial assistance from government can make the students to have interest in the programme	3.50	3.90	3.70	0.19	Agree
11	Provision of local food from the host college for the students can make acculturation programme to has positive effects on L2 students	3.40	3.00	3.20	0.64	Agree
12	Taking students from the community to the other apart from host community can make acculturation programme to has positive effect on L2 students	3.30	3.90	3.60	0.91	Agree

$\bar{X}_{OG}$ : Mean Respond for Outgone Students;  $\bar{X}_{CT}$ : Mean Respond for Current Students;  $\bar{X}_{Overall}$ : Overall Mean Respond; Std. Dev: Standard Deviation

Table 4 presents the result on the possible factors that can make acculturation programme to have positive effects on L2 students. The result shows that increasing the duration of programme can make a positive effect on L2 students (Overall Mean = 3.15; Standard Deviation =0.94). Also, having financial assistances from government can make the students to have interest in the programme (Overall Mean =3.70, Standard Deviation =0.19). More so, making provision for local food from the host college for the students can make acculturation programme to has positive effects on L2 students (Overall Mean =3.20, Standard Deviation =0.64). Likewise, taking students from the community to the other apart from host community can make acculturation programme to has positive effect on L2 students (Overall Mean =3.60, Standard Deviation =0.91).

**Research Question 4:** What are the factors hindering the effectiveness of acculturation programme?

Table 5: Factors Hindering the Effectiveness of Acculturation Programme

S/n	Items	$\bar{X}_{OG}$	$\bar{X}_{CT}$	$\bar{X}_{Overall}$	Std. Dev	Remark
13	Lack of money is one of the hindrances affecting the effectiveness of acculturation programme	3.10	3.70	3.40	0.03	Agree
14	Host community does not want to cooperate with the students	3.20	3.50	3.35	0.44	Agree
15	Inability of the students to speak the language of the community hindering the effectiveness of acculturation programme	3.80	4.00	3.90	0.41	Agree

$\bar{X}_{OG}$ : Mean Respond for Outgone Students;  $\bar{X}_{CT}$ : Mean Respond for Current Students;  $\bar{X}_{Overall}$ : Overall Mean Respond; Std. Dev: Standard Deviation

Table 5 presents the results on the possible factors hindering the effectiveness of acculturation programme. The results showed that lack of money is one of the hindrances affecting the effectiveness of acculturation programme (Overall Mean =3.30, Standard Deviation =0.03). Also, host community does not usually want to cooperate with the students (Overall mean=3.35; Standard Deviation =0.44). Likewise, inability of the students to speak the language of the community hindering the effectiveness of acculturation programme (Overall mean =3.90; Standard Deviation =0.41).

### **Discussion of Findings**

The findings from this study show that acculturation positively influence good speaking aspect of Yoruba language among L2 students. Specifically, it was revealed that through acculturation programme, the L2 students are able to study Yoruba on various aspects such as speaking, learning how to eat traditional food, how to greet and how to dress decently in Yoruba attire. This finding is in agreement with Abbas (2017) and Atowa (2017) which established that taking students into various communities, especially the grassroots area influence their interaction with local customs and cultural practices. Thus, acculturation has chances to enhance what learners gain in terms of understanding of Yoruba language and other Yoruba culture. This concurs with the submission by Atowa (2017) and Nkechinyere (2017) that culturally practices are influence by exposing students to horizontal learning.

Findings from this study show that studying Yoruba language is not the only way of sustaining Yoruba culture. Likewise, participation in acculturation does not make L2 students to forget their culture. This shows the uniqueness of Yoruba as every other culture in Nigeria. There are numbers of other way of learning Yoruba, acculturation and studying Yoruba language are just part, while many other approaches can be adopted as well to sustain the culture. Also, the study shows that learning Yoruba language and culture does not make non-Yoruba indigenes learning Yoruba language to forget their culture. This established the suitability of Yoruba as culture which co-exists with other culture within society, especially multi-cultural society like many typical Nigeria communities. This concurs with the submission made by Akinlabi (2012) that Yoruba as a culture can be learnt and use within multi-cultural society without conflicts. Also, Adebayo (2012) finds that most of norms and customs of Yoruba are accepted as standard in many cultures as well as religion. Abbas (2017) reiterates that dressing in Yoruba language fitted many doctrines of today's two leading religions, Christianity and Islam. Thus, aspects such as dressing, greeting, family life, marriage system and moral standard as well as justice system are yet to be detested by any known religion. In short, learning Yoruba language will sustain the culture and will not rob the non-Yoruba students that learnt the language their mother tongue and culture.

Findings from this study showed that factors that can make acculturation programme to have positive effects on L2 students include increment in the duration of programme; financial assistance from government; provision of local food from the host college for the students as well as taking students from the host community to various societies. This shows that exposing students to various acculturation programmes can make them become more experts in Yoruba speaking as well as understanding the Yoruba culture. Also, allowing students to eat local foods likely to make them develop taste for Yoruba foods and extend their interest even when they returned to their respective community. This concurs with the findings by Akinlabi and Waheed (2013) which established that cultural wise, there is a high social interaction among Nigeria communities that can make any individual irrespective of his/her location to eat any food of choice from any regions. Thus, the presence of Yoruba communities in all states as well as almost all communities in the federation can influence any choice of food from Yoruba tradition.

Supporting students with financial assistance was also found as significant factor that can motivate L2 students to participate in acculturation as well as benefit positively from the programme. The influence of financial support on learning cannot be unconnected with the fact that lack of finance can force students to miss the acculturation irrespective of knowledge values and importance in developing their Yoruba speaking. This agrees with that of Akinlabi (2011) which established that lack of financial support denies students from field trips irrespective of its importance to their learning.

More so, the findings from this study established that factors hindering the effectiveness of acculturation programme include lack of cooperation from host community and inability of the students to speak language of host community. This shows that not giving expected cooperation by the host community can prevent the students from gain the expected experiences through acculturation. Nkechinyere (2017) expressed that not getting enough cooperation from members of host communities can imply limiting students to particular areas while other major areas where



customs and tradition of Yoruba can be learnt will remains inaccessible. Thus, the host community chosen for acculturation has to be friendly, hospitable and accommodating.

### **Findings**

The study found that:

1. The effects of acculturation on the spoken of Yoruba language on L2 students are high. Specifically, acculturation programme helps L2 students studying Yoruba on aspect of speaking, learning how to eat traditional food, how to greet and how to dress decently in Yoruba attire
2. Studying Yoruba language is not the only way of sustaining Yoruba culture. Also, participation in acculturation does not make L2 students to forget their culture. Meanwhile, acculturation and dressing in Yoruba attire can sustain Yoruba culture.
3. Factors that can make acculturation programme to have positive effects on L2 students include increment in the duration of programme; financial assistance from government; provision of local food from the host college for the students and taking students from the host community to other part of Yoruba land.
4. Factors hindering the effectiveness of acculturation programme include lack of money; lack of cooperation from host community and inability of the students to speak language of host community

### **Conclusion**

This study has reiterated the fact that acculturation is one of the ways to expose L2 students to culture of Yoruba and sustaining the Yoruba culture. This study through its findings has shown that acculturation influenced the speaking of Yoruba language among L2 students as high. Also, it has shown that encouraging students to participate in acculturation programme can helps L2 students studying Yoruba on aspect of speaking, learning how to eat traditional food, how to greet and how to dress decently in Yoruba attire.

This study has also shown that it just a misconception among peoples that learning Yoruba language is the only way of sustaining Yoruba culture. Likewise, the study also demonstrated that participation in acculturation does not make L2 students to forget their culture. It has also been proven that factors such as increment in the duration of programme; financial assistance from government; provision of local food as well as taking students from the host community to various society has positive impact of L2 students.

Above all, this study has shown that lack of finance, lack of cooperation by host communities as well as inability of the students to speak language of host community are the major bottlenecks to the effectiveness of acculturation among L2 students.

### **Recommendations**

Based on the findings and conclusion from this study, the following are the recommendations:

1. The management in Federal College of Education, Yola should ensure adequate funding of acculturation to expose L2 students to various Yoruba cultures as well as sustaining the culture.
2. There should be more awareness campaigns by Yoruba Department in FCE Yola on cultural benefit of Yoruba and values, to dispel the institution that L2 students will forget their culture
3. There should be financial incentive from government to support L2 students to participate in acculturation programme
4. The staff in the Yoruba Department FCE Yola as well as organizer of acculturation should ensure that the support of host community was sought ahead of programme to enable smooth programme and contribution from host community

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