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Appraising Nativization of English Language Effectuality on Learning Retention in Entrepreneurial Training Programmes, South-West, Nigeria

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Abstract

The implementation of Entrepreneurial Training Programme (ETP) is to meaningfully address the economic challenges and social vices orchestrated by lack of unemployment and poverty status of the people. However, the ethnic composition of the nation, Nigeria, informed nativization of English language as a mean of teaching entrepreneurial values, skills and knowledge. Descriptive survey research decision was used. The study population comprised, participants of ETP in South-West, Nigeria. The sample size of the study was Three hundred and sixty (360) respondents selected, through a simple random sampling technique. Thirty (30) participants from two ETP centres from each of the six states (Lagos, Osun, Ekiti, Oyo and Ondo) in South West, Nigeria were selected for the study. Two research questions were raised and one research hypothesis was formulated for the study. A self-developed research instruments BY THE researchers titled, "Rating Scale on Appraising Nativization of English Language Effectuality on Learning Retention on Entrepreneurial Training Programme in South-West, Nigeria". It was fashioned on four liker rating scale strongly agreed (SA), agreed (A),

disagreed and strongly disagreed (SD). The research instrument was validated by two experts in test and measurement while its reliability was determined through test-retest method and 0.62 coefficient reliability was obtained. Data collected on research questions was analysed using descriptive statistics (frequency counts, simple percentage and mean), while data collected on research hypothesis was analyzed using inferential statistics (Pearson ranking correlation coefficient). Based on the findings of the study conclusions were made that nativization of English language had no motivational impact on the participant of ETP in South West, Nigeria. Also, that nativization of English language had no influence positively on learning rate and so on. Based on conclusion recommendations were therefore made that facilitators should always considering the ethnics composition of teaching and learning settings before adopting a particular language as a medium of instruction. Also, both English and local language(s) should be using by the facilitators of ETP in South-West, Nigeria.

Keywords: Nativization, English language, Effectuality, Theory, Entrepreneurship

Introduction

The implementation of Entrepreneurial Training Programme (ETP) is to tackle poverty and also reduce the high rate of unemployment among Nigerians by giving people training on entrepreneurial activities. Benchard and Toulouso (1998) ^[6], state that entrepreneurial entails a collection of formalized training and teaching which inform, educate every interested person in business creation or small business management. The implementation of EDT is to address some contemporary issues which are challenges to the nation, Nigeria. Specifically, crimes and criminality, poverty, unemployment, prostitution, robbery and so on. In any society where there is no provision for people to survive and be living decent life social vices are inevitable, such is the case in Nigeria.

Training is a process of acquiring job related knowledge, skills and attitudes that will enable one to perform effectively specific tasks. The decision of various State Governments in the Nigeria on implementation of ETP is to engender in people skills needed to venture into entrepreneurial activities. According to Ondo State Government (2006) ^[4].

It is believed that Entrepreneurial Development Training Programme (EDP) is a catalyst for enterprise creation and management through, private sector participation in community, state and the country's economy. The resultant effect will be increased job creation, through (pg 5).

From the above, it can be understood that acquisition of skills involve teaching. Oyekan (2000), explains teaching as a process of impacting knowledge, values and skills to the learners. The learners in the context of ETP are the programme participants (clientele) which include; civil servants, widows, unemployed graduates, retirees, and so on. Many of the programme participants are illiterates meaning that they cannot write nor read. Nigeria is a complex nation when it comes to ethnics' composition. This informs using an accepted and uniform language which is English language in the teaching of participants of ETP. Nigeria is a multi-lingual nation, there is no doubt about this. This has made English language to be dominant in any teaching and learning settings in Nigeria either in the formal and non-formal school setting.

The last few decades have seen the importance of the English language continuing to increase around the world (Atan, 2019)^[1].

In Nigeria English language as a medium of instruction has become more dominant than other languages. However, using English language has its own accomplished negative effects on the learners, as well as facilitators. This is often the case in ETP in Nigeria. However, the clientele of the programme has difficulties to attain a high level of retention of skills, values and knowledge that are being taught.

Erinsakin (2018) ^[5], notes that language usage is an important element in teaching and learning situation. teaching and learning objectives cannot be achieved unless appropriate language is used in the teaching of learners. However, in the case of ETP in Nigeria, English language has been a dominant language of instructions considering the linguistics setting of the nation. This, English language has been nativized. The term nativization has been termed to mean "acculturation", "indigenization" or "hybridization" of a language in a nonnative sociocultural context. Nativization is the process whereby a language gains native speaker. Oxford universities press expressed that nativization as a process by which a transplanted language become a native to a people or place, either in addition to or in place of any language or languages already in use.

In recent time, nativization of English language has been a rich topic for researchers, especially, those on the field of Language education. From the avalanches of existing studies much have not been done within the confine of the study, thus, motivated the researchers to conduct the research.

Statement of the problem

The use of English language as a medium of imparting entrepreneurial values, skills and knowledge in ETP in Nigeria is not unconnected with the language complexity and plurality of the nation, Nigeria. The ETP has participants from the various ethnics' background making the use of English language, compulsory. However, some of the lingering questions on the appropriateness of English language usage in ETP in Nigeria are; Is English language the best language to be used? Will native language not be

facilitating acquisition of better entrepreneurial skills, knowledge and values than English language usage? It has been a source of good topic for many researchers, but, there has never been an empirical study on appraising nativization of English language effectuality on learning retention in ETP in South-West, Nigeria, thus, necessitating the study.

Research questions

Two research questions raised to guide the conduct of the study.

1. Does nativization of English language has motivational effect on clientele towards learning of ETP in South West, Nigeria.
2. Does nativization of English language has impact on the learning rate of clientele of ETP in south west, Nigeria.

Research hypothesis

H₀₁: There will be no significant relationship between nativization of English language and learning flexibility among the participants of ETP in South West, Nigeria.

Purpose of the study

A broad purpose of study was on appraising nativization of English language effectively on learning retention in entrepreneurial training programme, in South West, Nigeria. The specific purposes were to:

1. ascertain the impact of nativization of English language on motivational impact on clientele of ETP in South West Nigeria.
2. determine the influence of nativization of English language on the learning rate of clientele of ETP during teaching and learning.
3. Establish the relationship between nativization of English language as a medium of instruction and learning flexibility among the participants of ETP in South-west, Nigeria.

Significance of the study

The findings of the study will be significant to the stakeholders in ETP in Nigeria in the following way; Firstly, the finding of the study would enable the government to know the impact of nativization of English language on retention ability of ETP participants.

Also, the results of the study will enable the facilitators to appreciate and nativizing English language during teaching and learning processes in ETP programme in Nigeria.

Finally, the study will add to the existing literature, thus, becomes a good source of reference for researchers in future, and so on.

Methodology

Descriptive survey research design was adopted for the study. The study population comprised, clientele or participants of ETP in South-West, Nigeria. The sample size of the study was Three hundred and sixty (360) respondents selected through a simple random sampling technique from each of the six states that made up of South-West region in Nigeria (Ogun, Osun, Ondo, Oyo, Lagos and Ekiti). Thirty (30) clientele from two centres of ETP that had highest number of participants in each of the six states were selected, thus made the total sample size to be three hundred and sixty (360).

Two research questions were raised while, a research hypothesis was formulated for the study. A self-developed

research instrument by the researchers titled, “Rating Scale on Appraising Nativization of English Language Effectuality on Learning Retention in Entrepreneurial Training Programmes, South-West, Nigeria”. It was fashioned on four liker rating scale; strongly agree (SA), Agreed (A), Disagreed (D), Strongly Disagree (SD), The validity of the research instrument was done by two experts in test and measurement while, its reliability was through test-retest method at two weeks interval and 0.62 coefficient reliability was obtained. Data collected on research questions was analysed, using descriptive statistics (frequency counts, simple percentage and mean, while inferential statistics (pearson rating correlation coefficient) was used to analyse data collected on research hypothesis.

Conceptual framework

Nativization of English Language in Nigeria

The term “Nativization” has been defined by several ways. According to Oxford University Press, it is a process by which a transplanted language becomes native to people or place, either in addition to or in place of any language or language already is use. It is a process by which a foreign language become “native” or indigenous” to a language. Lowenberg (1986) [7], explains nativization as a process through which in the virtual absence of native speakers, a language undergoes new phonological, stylistic changes and gain new native speakers. Nativization takes place when a second language become a native language. Nativization in thus sense can be termed as language fossilization.

The multilingual nature of Nigeria has necessitated using English language as a “Lingual franca”. In other words, English language has become domesticated or indigenized to reflect the cultural, political psychological and socio-economics demands and provision of the linguistic environment of the country, Nigeria. Today, English language has been adapted in the country for many narional assignments. As such, we can no longer talk about British or queens English in Nigeria, but rather the nativization of English language in Nigeria to portrary with our world’s views, social life, culture and religious life (Tanumo, 2019) [8].

Bangbose (1995) reported by Tamuwo (2019) [8] “English language has been pidginized, nativized, acculturated and

twisted to express unfamiliar concepts and modes of interaction in Nigeria. Grammatically, Nigeria English language has been internally structured or organized to make meaning for some Nigerians speakers of the language, indeed in all aspect of branch of English language (syntax morphology, semantic, stylistics, phonology etc). English language has been nativized.

Today, nativized English language is commonly spoken in Nigeria. This has also been affecting the teaching of the language in Nigerian schools.

Theoretical framework

Anderson Nativization theory

Theory is a plausible or scientifically acceptable general principle or body of principles offered to explain a phenomena. This study was built on nativization theory model of Anderson (1985). Th Andersons’ theory views language acquisition as a process that predetermined by two motions, nativization and denativation. In other words, Anderson (1985) has recognized that nativization and denativization are two separates ‘focus’ but aspects of the same overall process of acquisition of language, it was stated that in both learners make the input conform to their own internalized view of what constitutes the l2 system (second language).

Anderson builds schumann’s acculturation model which is a process of becoming adapted to a new culture. Second language acquisition is just one aspect of acculturates to the target language group will control the degree to which he acquires the second language,

The denativization theory of Anderson is built on accommodation theory developed by Howard Giles -this theory concerns about the behavioural changes that people make to assume their communication to their partner (Baker, 1991) [9]. What is fundamental so is the theory is that people adjust their speech style to one another.

Presentation of findings and discussion of results

Presentation of findings

Research questions: Does nativization of English language has motivational effects on clientele towards learning in ETP in South-West, Nigeria?

Table 1: Showing frequency counts, simple percentage and mean on does nativization of English language has motivational effects on clientele towards learning in ETP in South-West, Nigeria?

S. No	Items	Sd	D	A	SA	Mean	Decision
1.	Using English language make me to have interest in learning	191 53.05	88 24.44	45 12.5	36 10	1.79	Rejected
2	English language as a medium of impacting entrepreneurial values make me not to have interest in learning	201 55.83	68 18.88	33 9.16	58 16.11	1.85	Rejected
3	I am always very active whenever English language is used to impact entrepreneurial values, knowledge and skills	179 49.72	99 27.5	46 12.77	36 10	1/83	Rejected
4	Using English language to impact entrepreneurial values, knowledge and skills often make me to be reluctant to learn	187 51.94	69 19.16	46 12.74	58 16.11	1.93	Rejected
5.	I am pleased when taught using English language	236 65.55	69 19.16	44 12.22	11 3.05	1.52	Rejected
6	I am often pleased when taught using of English language.	178 49.44	102 28.33	45 12.5	35 9.72	1.82	Rejected
	Total	1,172 54.33	495 22.94	256 11.86	234 10.84	1.79	Rejected

Table 1 shows the findings on research question one on item (1), responses obtained indicate; 36 (10), 45 (12.5), 88 (24.44) and 191 (53.05) too strongly agreed, agreed,

disagreed and strongly disagreed on item (2), the following responses were obtained; 58 (16.11), 33 (9.16), 68 (18.88) and 201 (55.83) for strongly agreed, agreed, disagreed and

strongly disagreed respectively. On items (3), responses obtained reveal; 36 (10), 46 (12.77), 99 (27.5) and (49.72) for strongly agreed, agreed, disagreed and strongly disagreed.

On item (4) responses obtained shows; 58 (16.11), 46 (12.77), 69 (19.16) and 187 (51.94) for strongly agreed, agreed, disagreed and strongly disagreed. On item (5), the following responses were got; 11 (3.05) 44 (12.22), 69 (19.16) and 236 (65.55) for strongly agreed, agreed, disagreed and strongly disagreed. On item (6) responses obtained indicate; 35 (9.72), 45 (12.5), 102 (28.33) and 178

(49.44) for strongly agreed, agreed, disagreed and strongly disagreed.

Generally speaking, the average rating scale for four (x = 2.5) is greater than the mean of average of rating scale of from (x=1.79). Thus, indicate that nativization of english language had no motivational impact on clientele of ETP in South-West, Nigeria.

Research question two: Does nativization of English language during teaching and learning has impact on the learning rate of clientele of ETP in South-West, Nigeria?

Table 2: Showing frequency count, simple percentage(s) and mean (x) on does nativization of English language during teaching and learning has impact on the learning rate of clientele of ETP in South-West, Nigeria

S. No	Items	Sd	D	A	SA	Mean	Decision
7	I quickly understand whenever English language is used to teach at the expense of local language	203 56.38	69 19.16	54 15	34 9.44	1.77	Rejected
8	I understand better when taught with the use of local language than using English language	198 55	96 26.66	45 12.5	21 5.83	1.69	Rejected
9	Using English language make me to learn slowly	188 52.22	99 27.5	48 13.33	25 6.94	1.75	Rejected
10	I learn very fastly when taught with the use of English language	236 65.55	87 24.16	13 3.61	24 6.66	1.51	Rejected
11	I often exhibit good performance of tasks when taught with the use of English language	220 61.11	132 36.66	2 0.55	6 1.66	1.42	Rejected
12	My performance is always poor in task performance when taught using English language	32 8.88	33 9.16	39 10.83	256 71.11	3.44	Accepted
	Total	1,077 49.86	516 23.88	201 9.30	3.66 16.94	1.93	Rejected

Table 2 shows results on research question two. On item (7) responses obtained indicate 34 (9.44), 54 (15), 69 (19.16) and 203 (56.33) for strongly agreed, agreed, disagreed and strongly disagreed. On item (8), 21 (5.83) 45(12.5), 96 (26.66) and 198 (55) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. On item (9), the following responses were obtained, 25 (6. 94), 48 (13.33), 99 (27.5) and 188 (52.22) for strongly agreed, agreed, disagreed and strongly disagreed.

On item (10), responses obtained reveal 24 (6.66), 13 (3.61), 87 (24.16) and 236 (65.55) for strongly agreed, agreed, disagreed and strongly disagreed. On item (11), 6 (1.66), 2 (0.55), 132 (36.66) and 220 (61.11) as responses were got for strongly agreed, agreed, disagreed and strongly

disagreed.

Finally, on item (12). Responses obtained are 256 (71.11) 39 (10.83), 33 (9.16) and 32 (8.88) for strongly agreed, agreed, disagreed and strongly disagreed respectively. Generally speaking, the average rating scale of four (x = 2.50) is greater than the mean of average rating scale of four (x = 1.93). This indicates that nativization of English language could not enhance test learning rate among the participants of ETP in South-West, Nigeria.

Research hypothesis

Ho1: There will be no significant relationship between nativization of English language and learning flexibility among the participants of ETP in South West, Nigeria.

Table 3: Showing spearman ranking correlation coefficient on there will be no significant relationship between nativization of English language and learning flexibility among the participation of ETP in South-West, Nigeria

S. No	ETP Classes in South West Nigeria	Nativization of English Language	R _x	Learning Flexibility	R _y	D=R _x -D _y	D
1	ETP Centre, Ondo-West, Ondo State	52	2	53	2	0	0
2	ETP Centre, Okiti Pupa, Ondo State	48	3	36	4	-1	1
3	ETP Centre, Ibadan, Oyo State	35	5	16	11	-6	36
4	ETP Centre, Sango, UI Road, Ibadan	66	1	35	5	4	16
5	ETP Centre, 63 Oduduwa Crescent, GRA, Ikeja Lagos State	12	11	24	7	4	16
6	ETP Centre, 13, Oladele Oke Crescent, Ago Palace Way, Okota, Lagos State	14	10	19	10	0	0
7	ETP Centre, Moshood Abiola Polytechnic, Ojere, Abeokuta, Ogun State	15	9	32	6	3	9
8	ETP Centre, 60 Erinwore Road, Gra, Sagamu, Ogun State	19	7	18	9	-2	4
9	ETP Centre, EKSU, Ado-Ekiti Ekiti State	24	6	37	3	3	9
10	ETP Centre, Fuoye, Oye-Ekiti, Ekiti State	10	12	54	1	11	121
11	ETP Centre, OAU, Osun State	17	8	13	12	-4	16
12	ETP Centre, Osogbo, Osun State	47	4	23	8	-4	16

$\sum d^2 = 244$

Variables	N	DF	D ²	P – Cal	P -critical	Decision
X	360	10	244	0.85	0.648	
Y	360					

X = significant at 0.05 alpha level

Since, p - calculated is greater than p - critical. The hypothesis is rejected. This implies that there is a high positive significant relationship between nativization of English language and learning flexibility among the participants of ETP in South-West, Nigeria,

Discussion of findings

The findings on research question shows that nativization of English language could not motivate the participants of ETP towards learning. This however negates the views of many scholars and researchers that considering the multi-lingual settings of Nigeria learners are motivated towards learning, using English language as instructional medium. However, Erinsakin (2018) ^[5] contends that giving the ethnic composition of the Nigeria society, the adoption of English language as a dominant language of imparting knowledge is imperative. However, the result does not agree with this view, meaning that nativization of English language is not motivating the participants of ETP in South-West, Nigeria.

Also, the result of research question two also reveals that nativization of English language could not enhance clientele' learning rate. This result aligns with the opinion of some scholars that believe that using foreign language has negative effects on the learning rate of learners. They however, stressed that learner would learn at a fast rate, using their local languages. The result obtained on research hypothesis one shows a high positive correlation and relationship between nativization of English language and learning flexibility among the participants of learning ETP in South-West, Nigeria. The result aligns with the opinion of some scholars that using English language as a medium of instruction has benefits of an increased ability in digital literacy. It is also a view of many scholars that English language will enable one to communicate with people that are speaking the language around the world.

Conclusion

Based on the findings of the study conclusion were made that nativization of English language has no motivational impact on participants of ETP towards learning entrepreneurial values, skills and knowledge. Also, that it has no influence on the learning rate of the clientele of ETP in South-West, Nigeria. However, nativization of English language has positive influence on learning flexibility.

Recommendations

Based on the conclusion of the study the following recommendations were made;

1. Nativization of English language should be encouraged in Nigerian schools, including, the non-formal system of education
2. English language should be used, along with other local languages in the training of ETP participants. This will make teaching and learning more meaningful to them.
3. The facilitation of ETP should be encouraged to always considering the ethnic composition of teaching and learning situation before adopting a particular language as a medium of imparting entrepreneurial skills, values and knowledge in ETP in South-West, Nigeria.

4. The facilitators of ETP in South-West, Nigeria should always have it in mind that Nigeria is a multi-ethnic nation, hence the adoption of local language should not be strictly be using.

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