

## Goal-based Approach and the Teaching of Yorùbá as a Second/Foreign Language: Some Tutors' Perception

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Copyright © 2026 The Author(s): This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License (CC BY-NC) which permits unrestricted use, distribution, and reproduction in any medium for non-commercial use provided the original author and source are credited.	<p><i>The growing interest in Yorùbá as a second or foreign language has increased the need for effective instructional approaches that address both linguistic and cultural complexities. This study investigates tutors' perceptions of the goal-based approach in the teaching of Yorùbá to non-native learners in Nigeria. Adopting a descriptive survey design, data were collected through an online questionnaire administered to fifty-seven tutors of Yorùbá as a second or foreign language. Descriptive statistics were used for data analysis. The findings indicate that tutors perceive the goal-based approach as effective in enhancing instructional clarity, learner engagement, communicative language use, and assessment practices. However, challenges such as increased preparation time, limited instructional materials, and insufficient training was also identified. The study underscores the potential of goal-based instruction for improving Yorùbá language pedagogy, while highlighting the need for institutional support and tutor professional development.</i></p>
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### Introduction

Language in every society is as important as life itself. Human society thrives on communication, and without language, communication would not be possible (Adeyinka & Akinsola, 2021). The function of language in every human society cannot be overemphasized; it aids in effective communication, transmission and preservation of culture, and also helps in the identity formation of individual members of a society (Akinsola et al., 2017). Language serves as the primary tool through which people express their thoughts, emotions, and ideas, allowing for the sharing of knowledge and experiences that bind communities together.

In a rapidly developing and globalized world, the teaching and learning of a language goes beyond merely acquiring a person's mother tongue since it has become a core part of the education system. Indigenous languages have now been incorporated into the educational curriculum, thus gaining more recognition for their values in culture, intellect, and pedagogy. This shift highlights the importance of multilingualism and the role it plays in fostering inclusive educational environments where diverse linguistic

backgrounds are celebrated. By embracing various languages, educational institutions cultivate a richer learning atmosphere that encourages students to appreciate their own cultural heritage while also understanding and respecting the cultures of others.

Recognizing these values in the teaching of African indigenous languages particularly encourages the preservation of cultural heritage. Language is a repository of history, values, and beliefs, and its preservation is vital for maintaining a sense of identity and continuity within communities. In the case of cross-cultural instances, the diversification of language ensues, resulting in the beautification of culture that transcends beyond the continent (Mudau, 2024; Gwerekende & Mthombeni, 2023; Akinsola & Adeyinka, 2020). The exchange of linguistic elements enriches both individual and collective identities, fostering greater understanding and cooperation among diverse populations.

Moreover, the promotion of indigenous languages in educational settings elevates the status of these languages,

ensuring they are valued alongside global languages. This recognition not only enhances the self-esteem of speakers of indigenous languages but also contributes to a more equitable society where all languages and cultures are acknowledged and appreciated. Ultimately, the role of language in society extends far beyond mere communication; it is intrinsic to the very fabric of human existence, shaping our interactions, identities, and the world we inhabit.

Among the numerous African languages, one of the most prominent is the Yorùbá language, which boasts a rich and vibrant heritage that has made its speakers easily recognizable across various geographical areas of the world. This distinctiveness stems from the Yorùbá people's deep-rooted oral traditions, cultural practices, and the significant roles they play in shaping the identity and social fabric of their communities (Akinsola, 2025; Akinsola & Osundiran, 2024). Within Nigeria, the Yorùbá culture holds a particularly significant place, predominantly flourishing in the southwestern regions of the country. However, the reach of the Yorùbá language extends far beyond Nigeria's borders, as it has established vibrant communities in the diaspora, particularly in countries such as the United States and various nations across Europe.

In recent years, there has been a noticeable surge in interest and demand for learning Yorùbá as a second or foreign language. This newfound enthusiasm can be attributed to several factors, including a desire for cultural identification, academic pursuits, and religious engagement (Ojo, 2006). As globalization continues to weave its intricate tapestry, individuals from diverse backgrounds are increasingly drawn to the rich cultural heritage of the Yorùbá people, seeking to understand and embrace its unique traditions and values.

In light of this growing interest, there is a pressing need for enhanced commitment to teaching the Yorùbá language effectively. As more learners, especially non-native speakers, embark on the journey of acquiring this language, it becomes imperative to develop and implement effective teaching strategies tailored to their needs. Such strategies should not only focus on linguistic proficiency but also incorporate aspects of the rich cultural context that the language encompasses. By doing so, learners can have a more meaningful and immersive experience, allowing them to appreciate the depths of Yorùbá culture while gaining proficiency in the language itself. Ultimately, fostering a deeper understanding of the Yorùbá language and its cultural significance can contribute to the preservation and promotion of this invaluable heritage for future generations.

Learners of the Yorùbá language as a second or foreign language are, however, faced with several factors which are likely hindrances to a smooth learning process (Ojo, 2006).

The Yorùbá language, being a tonal language, poses a significant challenge as it requires learners to not only recognize different tones but also to understand how these tones can alter the meanings of words entirely. This aspect of the language can be particularly daunting for individuals whose native languages do not utilize tonal distinctions. Coupled with this challenge are diacritics and phonological patterns that are often unfamiliar to learners, further complicating their ability to read and write effectively in Yorùbá. Additionally, elements such as idioms, proverbs, and expressions that are deeply rooted in the culture and its language add layers of complexity to the learning process (Oyeladun et al., 2023). These cultural nuances are not merely linguistic but are steeped in the traditions and values of the Yorùbá people, which can be difficult for learners to grasp without appropriate context or immersion.

Achieving communicative competence and/or academic excellence may be quite difficult for learners who are not well immersed in the Yorùbá-speaking environment (Oladoyinbo et al., 2026). This lack of immersion can lead to learners feeling detached from the language, struggling to apply their knowledge in real-life situations, and ultimately hindering their confidence in using the language. Consequently, the challenges faced by these learners highlight the urgent need for effective pedagogical strategies. It has become increasingly necessary for teachers of the language to adopt a learner-centered approach that prioritizes the needs and experiences of the students. In conjunction with this approach, educators should incorporate various methods that present clear outcomes of the teaching processes, thereby encouraging functional language use.

By integrating interactive and communicative activities that reflect real-life scenarios, teachers can help bridge the gap between theoretical knowledge and practical application. Furthermore, fostering a supportive learning environment where students feel comfortable practicing their language skills can significantly enhance their learning experience. Ultimately, embracing these strategies can lead to more successful outcomes for learners of the Yorùbá language, equipping them with the necessary tools to communicate effectively and appreciate the richness of the culture that accompanies the language.

The goal-based approach, regarded as one of the few effective methodologies in the realm of language learning, has garnered attention for its potential to address the persistent challenges encountered in the acquisition of a second or foreign language (Cheng, 2023; Schank et al., 1994). This approach is characterized by its well-defined instructional objectives, which provide a clear framework for both educators and learners. By articulating what is expected of a learner at the culmination of a clearly stated

learning procedure, the goal-based approach fosters a structured learning environment conducive to language acquisition (Folarin-Schleicher, 1999).

One of the hallmarks of the goal-based approach is its meticulous design of teaching activities, learning materials, and assessment methods. These components are crafted with a specific focus on aligning them with designated cultural and communicative goals, thus ensuring that the learning experience is relevant and contextually appropriate (Mininger & Laird, 2018). This alignment not only enhances the practical application of the language being studied but also reinforces the cultural nuances that are integral to effective communication in a second or foreign language. As a result, learners are better equipped to navigate real-life situations, as they are not only learning vocabulary and grammar but are also immersed in the cultural context that shapes language use.

Furthermore, the goal-based approach is particularly advantageous for its emphasis on practical language use (Rezaeyan et al, 2025). It encourages learners to engage in authentic communication scenarios, promoting fluency and confidence in their language skills. By incorporating specific, measurable learning outcomes, educators can systematically assess the progress of their students. This assessment not only serves as a tool for evaluating learner performance but also provides valuable feedback that can inform future instructional strategies (Pham, 2023; Troyan, 2012).

In essence, the goal-based approach stands out as a robust framework for teaching and learning a second or foreign language. Its focus on clear objectives, culturally relevant content, and practical application makes it an invaluable asset in promoting effective language acquisition, ultimately leading to more competent and confident language users in diverse communicative contexts. As educators continue to seek effective methodologies for language instruction, the goal-based approach remains a compelling option that aligns with contemporary educational needs and learner expectations (Bickley et al, 2014).

Achieving success in the implementation of a goal-based approach is largely dependent on the teachers' perspectives since they are considered the primary agents of instruction. The teachers' understanding, attitudes and perceptions of teaching and the different approaches employed greatly impact or impede the learning process. This may reflect in lesson planning, learners' interactions between and among one another in and outside the classroom, assessment modes and more importantly, the learners' level of achievement. With the growing demand for knowledge in Yorùbá as a second or foreign language, and on goal-based language instruction approach. Even with the increasing

intensity on the use of a goal-based mode of language instruction, there have been few studies found to have been carried out on the perception of the use of this goal-based approach in the teaching of Yorùbá as a second or foreign language (Stronck, 2014)

Therefore, this study is aimed at focusing on the goal-based approach as a method of Yorùbá language teaching specifically tailored for second or foreign language learners. This approach not only emphasizes the importance of clear objectives in the learning process but also seeks to engage students in meaningful activities that are relevant to their personal and cultural contexts. Consequently, the study will examine teachers' views on how efficient, effective, and relevant this teaching method is in achieving its intended educational purposes. Furthermore, it will also explore whether the implementation of the goal-based approach presents any challenges for educators in the classroom environment. By identifying these potential obstacles, the study aims to provide insights into best practices for teaching Yorùbá, which can ultimately lead to improved pedagogical strategies. The findings will contribute valuable knowledge on how Yorùbá language pedagogy can be enhanced, ensuring that non-native speakers' learning outcomes are better supported and maximised, thereby promoting greater proficiency and appreciation of the language.

## Research Questions

1. What are the tutors' perceived benefits of the goal-based approach of teaching Yoruba as a second/foreign language?
2. In what ways do tutors perceive the challenges of implementing a goal-based approach in the teaching of Yoruba as a second/foreign language?

## Significance of the Study

This study is significant on both theoretical and practical grounds. Theoretically, it contributes to the limited body of scholarship on the application of goal-based instructional approaches in the teaching of African indigenous languages, particularly Yorùbá as a second or foreign language. While goal-based language instruction has been widely discussed in second language pedagogy, its relevance and adaptability to indigenous language contexts remain underexplored. By foregrounding tutors' perceptions, this study extends existing discussions on language teaching methodologies within non-Western and culturally grounded linguistic environments.

Practically, the study offers valuable insights for Yorùbá language tutors, curriculum developers, and teacher educators. Understanding tutors' perceived benefits and challenges of the goal-based approach can inform the design of instructional materials, lesson planning strategies,

and assessment practices that are more responsive to the needs of non-native learners. The findings may also guide professional development programmes aimed at strengthening tutors' capacity to implement goal-oriented instruction effectively.

Furthermore, the study holds implications for language policy and indigenous language revitalization efforts. As Yorùbá continues to gain prominence as a second and foreign language, identifying effective teaching approaches becomes crucial for sustaining learner motivation, improving communicative competence, and promoting long-term language maintenance. Ultimately, this research supports broader efforts to enhance the teaching and learning of Yorùbá, ensuring that its linguistic and cultural heritage is preserved and meaningfully transmitted to future generations of learners.

## Methodology

This study adopted a descriptive survey research design to examine tutors' perceptions of the goal-based approach in the teaching of Yorùbá as a second or foreign language. The survey design was considered appropriate because it enables the systematic collection of data on respondents' views, attitudes, and experiences regarding a specific instructional approach within a natural educational setting. The participants consisted of fifty-seven (57) tutors of Yorùbá as a second or foreign language in Nigeria. These tutors were drawn from secondary school contexts where Yoruba is taught and learnt as a second language. Therefore, the participants represented tutors in high-profiled private secondary schools in the south-west Nigeria, and some public secondary schools in the northern and south-eastern part of Nigeria. Eligibility for participation was based on prior experience teaching Yorùbá to non-native or heritage speakers. Participation was voluntary, and respondents were assured of confidentiality and anonymity.

Data were collected using a structured questionnaire developed by the researcher. The questionnaire was designed to elicit tutors' perceptions of the benefits and challenges associated with the use of a goal-based approach in Yorùbá language instruction. The instrument comprised two main sections, each containing ten (10) items, making a total of twenty (20) perception statements:

**Table 1: Tutors' perceived benefits of the goal-based approach of teaching Yoruba as a second/foreign language**

S/N	ITEMS	SA	A	U	D	SD	Mean	St. D
1	The goal-based approach provides clear instructional direction for teaching Yorùbá as a second/foreign language.	24 (42.11%)	20 (35.09%)	7 (12.28%)	4 (7.02%)	2 (3.51%)	4.04	0.99

- **Section A:** Perceived Benefits of the Goal-Based Approach
- **Section B:** Perceived Challenges of the Goal-Based Approach

All items were measured on a five-point Likert scale with the following response options:

Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), Strongly Disagree (1).

To ensure the content and face validity of the questionnaire, the instrument was subjected to expert review. Three specialists in Yorùbá language pedagogy and language education research examined the items for clarity, relevance, and adequacy in addressing the study's research questions. Their suggestions informed revisions to item wording and structure, ensuring that the questionnaire adequately captured the constructs of perceived benefits and challenges of the goal-based approach. Before data collection, the instrument was trial-tested on 10 tutors not part of the study and the Cronbach Alpha method was used to determine a reliability coefficient of 0.75, which shows that the items are internally consistent in measuring the study variables.

The questionnaire was administered electronically using an online survey platform. This method facilitated ease of access, broader geographical coverage, and timely responses. Participants were provided with clear instructions and informed consent information before completing the questionnaire.

Data collected were analysed using descriptive statistical techniques, including frequencies, percentages, means, and standard deviations. The results were presented in tables and interpreted in line with the research questions to determine tutors' perceived benefits and challenges of implementing a goal-based approach in the teaching of Yorùbá as a second or foreign language.

## Results

**Research question 1:** What are the tutors' perceived benefits of the goal-based approach of teaching Yoruba as a second/foreign language?

2	Clearly stated learning goals improve learners' understanding of lesson objectives.	25 (43.86%)	19 (33.33%)	6 (10.53%)	5 (8.77%)	2 (3.51%)	4.05	1.01
3	The goal-based approach enhances learners' motivation to learn Yorùbá.	21 (36.84%)	22 (38.60%)	8 (14.04%)	4 (7.02%)	2 (3.51%)	3.98	0.98
4	This approach promotes functional and communicative use of the Yorùbá language.	23 (40.35%)	21 (36.84%)	6 (10.53%)	4 (7.02%)	3 (5.26%)	3.99	1.04
5	The goal-based approach helps learners achieve measurable learning outcomes.	22 (38.60%)	21 (36.84%)	7 (12.28%)	5 (8.77%)	2 (3.51%)	3.96	1.02
6	Teaching with specific goals improves lesson planning and organisation.	26 (45.61%)	18 (31.58%)	6 (10.53%)	4 (7.02%)	3 (5.26%)	4.05	1.06
7	The approach supports the integration of cultural content into Yorùbá language lessons.	22 (38.60%)	23 (40.35%)	6 (10.53%)	3 (5.26%)	3 (5.26%)	3.97	1.00
8	Learners taught through goal-based instruction show better engagement during lessons.	24 (42.11%)	19 (33.33%)	7 (12.28%)	5 (8.77%)	2 (3.51%)	4.02	1.00
9	The goal-based approach makes assessment of learners' progress more effective.	20 (35.09%)	24 (42.11%)	7 (12.28%)	4 (7.02%)	2 (3.51%)	3.98	0.97
10	The goal-based approach improves the effectiveness of teaching Yorùbá as a second/foreign language.	25 (43.86%)	20 (35.09%)	6 (10.53%)	3 (5.26%)	3 (5.26%)	4.01	1.05
<b>Weighted Mean= 4.01; Threshold=3.00</b>								

Table 1 presents the tutors' perceptions of the benefits of the goal-based approach in teaching Yorùbá as a second or foreign language. Using a decision threshold of 3.00, the results show that all the items recorded mean scores above the cut-off point, indicating that tutors generally agree on the perceived benefits of the approach. The overall weighted mean of 4.01 further suggests a strong positive perception among the tutors regarding the effectiveness of goal-based instruction.

In particular, the item stating that clearly stated learning goals improve learners' understanding of lesson objectives recorded the highest mean score ( $M = 4.05$ ), indicating that tutors strongly perceive clarity of objectives as a major advantage of the goal-based approach. Similarly, high mean scores were observed for

items related to improved lesson planning and organisation ( $M = 4.05$ ), provision of clear instructional direction ( $M = 4.04$ ), and overall teaching effectiveness ( $M = 4.01$ ). Other benefits such as improved learner engagement ( $M = 4.02$ ), promotion of functional and communicative use of the Yorùbá language ( $M = 3.99$ ), and effective assessment of learners' progress ( $M = 3.98$ ) also exceeded the threshold. Overall, the findings indicate that tutors perceive the goal-based approach as a beneficial and effective method for enhancing both instructional practices and learner outcomes in the teaching of Yorùbá as a second or foreign language.

**Research question 2:** In what ways do tutors perceive the challenges of implementing a goal-based approach in the teaching of Yoruba as a second/foreign language?

**Table 2: The challenges of implementing a goal-based approach in the teaching of Yoruba as a second/foreign language**

S/N	ITEMS	SA	A	U	D	SD	Mean	St. D
1	Implementing a goal-based approach requires more preparation time from tutors.	23 (40.35%)	18 (31.58%)	8 (14.04%)	5 (8.77%)	3 (5.26%)	3.93	1.06
2	Limited instructional materials make it difficult to apply a goal-based approach effectively.	22 (38.60%)	19 (33.33%)	8 (14.04%)	5 (8.77%)	3 (5.26%)	3.91	1.07
3	Some learners find goal-based learning objectives difficult to understand.	18 (31.58%)	20 (35.09%)	9 (15.79%)	6 (10.53%)	4 (7.02%)	3.74	1.13
4	The tonal nature of Yorùbá poses challenges when setting measurable learning goals.	20 (35.09%)	18 (31.58%)	8 (14.04%)	6 (10.53%)	5 (8.77%)	3.73	1.18
5	Large class sizes hinder the effective use of a goal-based approach.	22 (38.60%)	17 (29.82%)	8 (14.04%)	6 (10.53%)	4 (7.02%)	3.82	1.13
6	Insufficient training limits tutors' ability to implement goal-based instruction.	19 (33.33%)	18 (31.58%)	9 (15.79%)	6 (10.53%)	5 (8.77%)	3.71	1.16
7	Aligning goals with assessment methods can be challenging in Yorùbá language teaching.	20 (35.09%)	21 (36.84%)	7 (12.28%)	5 (8.77%)	4 (7.02%)	3.84	1.09
8	The goal-based approach may not adequately address individual learner differences.	17 (29.82%)	20 (35.09%)	9 (15.79%)	6 (10.53%)	5 (8.77%)	3.67	1.17
9	Time constraints during lessons affect the successful implementation of learning goals.	21 (36.84%)	18 (31.58%)	8 (14.04%)	6 (10.53%)	4 (7.02%)	3.82	1.12
10	There are significant challenges in using a goal-based approach to teach Yorùbá as a second/foreign language.	22 (38.60%)	19 (33.33%)	8 (14.04%)	4 (7.02%)	4 (7.02%)	3.90	1.10
<b>Weighted Mean=3.81; Threshold=3.00</b>								

Table 2 presents the tutors' perceptions of the challenges associated with implementing a goal-based approach in the teaching of Yorùbá as a second or foreign language. With a decision threshold of 3.00, all the items recorded mean scores above the cut-off point, indicating that tutors generally agree that the implementation of the approach is associated with notable challenges. The overall weighted mean of 3.81 further confirms the presence of perceived implementation difficulties.

Specifically, the requirement for additional preparation time recorded a high mean score ( $M = 3.93$ ), suggesting that tutors perceive the goal-based approach as demanding in terms of instructional planning. Similarly, limited instructional materials ( $M = 3.91$ ) and the overall presence of significant challenges in using the approach ( $M = 3.90$ )

were strongly acknowledged. Challenges such as difficulty aligning learning goals with assessment methods ( $M = 3.84$ ), large class sizes ( $M = 3.82$ ), and time constraints during lessons ( $M = 3.82$ ) also exceeded the threshold, indicating systemic and contextual barriers. Furthermore, issues related to insufficient training ( $M = 3.71$ ), learner difficulty in understanding learning goals ( $M = 3.74$ ), and the tonal nature of Yorùbá affecting goal formulation ( $M = 3.73$ ) highlight pedagogical and linguistic complexities. Overall, the findings reveal that although tutors recognise the benefits of the goal-based approach, they also acknowledge substantial challenges that may affect its effective implementation in Yorùbá language classrooms.

## Discussion of Findings

The findings of this study provide empirical support for the effectiveness of a goal-based approach in the teaching of Yorùbá as a second or foreign language, while simultaneously highlighting the practical challenges that accompany its implementation. Tutors' strong agreement on the perceived benefits of the approach, as reflected in the high overall weighted mean, suggests that goal-based instruction offers a structured and pedagogically sound framework for addressing the linguistic and cultural complexities inherent in Yorùbá language learning.

The tutors' perception that clearly stated learning goals enhance instructional direction, lesson organisation, and learners' understanding aligns closely with foundational goal theory in language learning. Cheng (2023) emphasizes that goal clarity improves learner focus, motivation, and achievement by providing measurable targets that guide both instruction and learning outcomes. Similarly, the design principles of goal-based scenarios proposed by Schank et al. (1994) underscore the importance of aligning learning activities with explicit objectives that simulate authentic communicative contexts. The present findings suggest that Yorùbá tutors recognise these advantages in practice, particularly in structuring lessons and assessing learner progress.

The positive perception of the goal-based approach in promoting functional and communicative use of Yorùbá further resonates with earlier scholarship on African language pedagogy. Folarin-Schleicher (1999) argues that goal-oriented instruction is particularly suitable for African languages because it foregrounds purposeful language use rather than rote memorisation of grammatical forms. This is especially relevant in the context of Yorùbá, where meaning is shaped by tone, cultural references, and pragmatic usage. The tutors' agreement that the approach facilitates learner engagement and communicative competence suggests that goal-based instruction can mitigate some of the long-standing challenges identified by Ojo (2006) in the teaching of Yorùbá as a second or foreign language.

Beyond linguistic outcomes, the findings also point to the cultural value of the goal-based approach. Tutors acknowledged that the approach supports the integration of cultural content into language instruction, reinforcing the view that language learning is inseparable from cultural transmission. This aligns with studies by Mudau (2024) and Gwerevende and Mthombeni (2023), which demonstrate that indigenous language sustainability depends on pedagogical practices that embed cultural knowledge, values, and performance traditions within instruction. In this sense, goal-based teaching not only enhances language

proficiency but also contributes to the preservation and transmission of Yorùbá cultural heritage, particularly for learners outside the native speech community.

Despite these benefits, the study reveals that tutors also perceive substantial challenges in implementing a goal-based approach. The high mean scores associated with increased preparation time, limited instructional materials, and difficulty aligning goals with assessment indicate that effective goal-based instruction requires significant pedagogical investment. These challenges echo concerns raised in empirical studies on goal-oriented instruction in other second language contexts. For instance, Troyan (2012) notes that while goal-based standards enhance instructional coherence, they also demand careful curriculum alignment and assessment redesign, which can be burdensome for teachers without adequate institutional support.

The perceived impact of insufficient training further underscores the need for professional development. Tutors' concerns mirror findings by Bickley et al. (2014), who argue that instructors' beliefs and competencies play a critical role in the successful implementation of communicative and intercultural teaching approaches. Without sustained training, tutors may struggle to translate abstract learning goals into classroom practices that accommodate tonal accuracy, cultural nuance, and learner diversity—key features of Yorùbá language instruction.

Linguistic and contextual challenges, such as the tonal nature of Yorùbá, large class sizes, and limited instructional time, were also identified as barriers. These findings reinforce Ojo's (2006) assertion that Yorùbá language teaching faces unique structural and linguistic constraints, particularly in non-immersive environments. While goal-based instruction can provide clarity and structure, its effectiveness may be constrained when tutors lack adequate time and resources to address learners' individual differences and phonological difficulties.

Nevertheless, the tutors' overall agreement that the challenges are manageable rather than prohibitive suggests that the goal-based approach remains viable. Recent studies demonstrate that when appropriately adapted, goal-oriented instruction can improve learner outcomes even in resource-constrained contexts. Pham (2023) and Rezaeyan et al. (2025) show that goal-based and goal-oriented models enhance learner autonomy, communicative skills, and self-regulation when combined with flexible instructional strategies. Similarly, Stronck (2014) highlights that goal-based approaches, particularly when integrated with interactive tasks, can sustain learner motivation despite implementation difficulties.

Taken together, the findings suggest that the goal-based approach holds significant promise for the teaching of Yorùbá as a second or foreign language. While tutors clearly recognise its pedagogical and cultural benefits, successful implementation depends on addressing systemic challenges such as tutor training, instructional resources, and contextual constraints. The study therefore reinforces the need for institutional support, curriculum alignment, and capacity-building initiatives to maximise the effectiveness of goal-based Yorùbá language instruction.

## Conclusion

This study examined tutors' perceptions of the goal-based approach in the teaching of Yorùbá as a second or foreign language in Nigeria. Drawing on data from tutors with practical experience in Yorùbá language instruction, the findings reveal that the goal-based approach is widely perceived as an effective and beneficial pedagogical framework. Tutors acknowledged that clearly defined learning goals enhance instructional clarity, lesson organisation, learner engagement, and the achievement of measurable learning outcomes. These findings suggest that goal-based instruction provides a structured pathway for addressing the linguistic, communicative, and cultural demands of Yorùbá language teaching, particularly for non-native learners.

At the same time, the study identified notable challenges associated with the implementation of the goal-based approach. These include increased preparation time, limited instructional materials, insufficient tutor training, time constraints during lessons, and contextual issues such as large class sizes and the tonal complexity of Yorùbá. While these challenges do not negate the value of the approach, they underscore the practical realities that tutors face in applying goal-oriented instruction effectively.

Overall, the study concludes that the goal-based approach holds significant potential for improving the teaching and learning of Yorùbá as a second or foreign language. However, its effectiveness is largely dependent on institutional support, availability of appropriate resources, and continuous professional development for tutors. By addressing these factors, goal-based instruction can contribute meaningfully to improved learner outcomes, increased communicative competence, and the preservation and transmission of Yorùbá linguistic and cultural heritage.

## Recommendations

- i. Educational institutions and language centres should organise regular training and workshops to equip Yorùbá language tutors with the skills required to design, implement, and assess goal-based instruction effectively. Such training should

focus on lesson planning, goal formulation, assessment alignment, and strategies for teaching tonal and cultural elements of Yorùbá.

- ii. There is a need for the development and dissemination of instructional materials specifically designed for goal-based Yorùbá language teaching. These materials should integrate linguistic skills with cultural content and provide practical guidance for tutors on achieving clearly defined learning outcomes.
- iii. Curriculum planners and policy makers should incorporate goal-based instructional principles into Yorùbá language curricula at different levels of education. Clear alignment between learning objectives, teaching activities, and assessment methods will support tutors in implementing the approach more effectively.
- iv. Efforts should be made to address contextual challenges such as large class sizes and limited instructional time. Reducing class sizes where possible and providing flexible scheduling can enhance tutors' ability to implement goal-based instruction and attend to individual learner needs.
- v. Tutors are encouraged to adopt digital tools and online resources that support goal-based learning, such as interactive tasks, multimedia content, and learning management systems. These tools can help reduce preparation time and facilitate learner engagement, especially in non-immersive learning environments.

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