

**FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE
AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA**

BY

Ekeke, O.K.M

www.guildaa.org

**FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE
AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA**

BY

Ekeke, O.K.M

Department of Igbo, Federal College of Education (FCE), Abeokuta. P.M.B 2096 Abeokuta,
Ogun State, Nigeria.

Corresponding Email: e.augustine@cgair.org

Abstract

Language and its communication are one of the major ways through which the different peoples of the world are identified and known for. A people who lose their language have lost their identity. Currently, the Igbo people of Nigeria seem to be having glitches transmitting Igbo to their children. The Igbo language is among the three major Nigerian languages to be studied in schools in Nigeria, the others are Hausa and Yoruba languages. This implies that Igbo language occupies a very important linguistic position in Nigeria, hence the federal government approved it. Unfortunately, Igbo language students have been performing poorly in the senior secondary school certificate examinations. This ugly situation has continued to be of great concern to those crusading for Igbo language growth. This study therefore, investigated the factors affecting teaching and learning of Igbo language among young Igbo people in Ogun State, Nigeria. Igbo language spoken in the southeastern Nigeria was by over 20 million people. The paper examines how far this UNESCO prediction affects the language and the people and to what extent the prediction is taken to be a fact or a tale given the status of the language, and the people's attitude to their language. However, the Government policy on the use, teaching and learning of Igbo languages is bedeviled with a lot of problems which range from inadequate materials and personnel to handle the teaching of the recommended ones in the policy to socio – political problems initiated and propagated by the various groups in the country. It is thus recommended that the Nigerian Language teacher educators should on their part show more commitment to the teaching and learning of Nigerian languages.

Keywords: Factors; Language, Teaching, Factors, Learning, Igbo people, Young.

A. INTRODUCTION

Language is an integral and principal means used by human beings to communicate with one another. It is primarily spoken although it can be translated to other

media. It is used to discuss a wide range of topics which is a feature that distinguishes it from animal communication. The language of discussion is Igbo language. The name Igbo refers to the language and also to the people that speaks it. Language is an

FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA

BY

Ekeke, O.K.M

www.guildaa.org

indispensable tool for communication, transmission of culture and socialization. The Igbo language is one of the major languages spoken in Nigeria with a population of 20 million speakers (Udoye, 2018). Most definitions of the name 'Igbo' often collectively referred to the land, language and the ethnic people of Nigeria who occupy the South Eastern part of Nigeria. Five states make up the Igbo speaking states namely: Enugu, Abia, Imo, Anambra, Ebonyi and some parts of Rivers and Delta states (Udoye, 2018). The language is also a medium of instruction in government owned primary schools in Anambra state (Udoye, 2019). The use of indigenous language for effective teaching and learning cannot be overemphasized. The use of Ezeani (2001) opines that the use of indigenous language in teaching science subjects will help students to understand and perform well in science subjects. Similarly, Mkandawire (2017) observes that Zambian school children participate actively in class when *Cinyanja*; a language spoken in town and cities is used by teachers than when the English language is used in teaching. Igbo language plays a crucial role in social interaction and it is an all-important agent in the transmission of cultural and social values. It is shaped by the same political, social, and cultural forces which produce the world's diverse civilizations and cultures. The forces lead to the issue of "Language Planning" in Nigeria which can be described as a set of deliberate activities systematically designed to develop the language resources of a community in order to enhance the

utilization of such resources for development. Ayeomoni (2012) reveals that various activities may take place while planning language: these may involve "status" planning which either widens or narrows the function of a language or dialect and the rights of those who use it, it could also involve "corpus" planning, which seeks to develop or improve the structure of a language or dialect. The most important aspect of cultural heritage of any ethnic group is her language. Indeed, people preserve their culture by promoting their language(s). In Nigeria, there are various ethnic groups, each having its own peculiar language and dialects being spoken in different communities (Akinkulere and Adewumi, 2013). Abdul (2005) acknowledges this polarity and argues that 'The numerically and politically - major ethnic groups are the composite Hausa-Fulani of the north, the Yoruba of the southwest, and the Igbo of the southeast'. While, Ayeomoni (2012) insists there are over 400 languages in Nigeria, which are from various ethnic groups. Meanwhile, the Yoruba ethnic group makes up about 30% of the population of Nigeria, making them the second biggest ethnic group, among the three major groups, while other ethnic groups have minority status.

Arowolo (2010) posits that 'culture is about people's total way of life; the way people live, eat, worship, produce, create and recreate. Culture and language are intertwined and closely related. Igbo language reflects the culture of its speakers; one cannot be separated from the other. Therefore, once a particular culture is

FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA

BY

Ekeke, O.K.M

www.guildaa.org

being regarded as outdated, the language begins to decline. Since language is an important part of any society because it enables people to communicate and express themselves. When a language dies out, future generations lose a vital component of the culture that is necessary to complete how a culture is understood. This makes language a susceptible aspect of cultural heritage and there is the need to protect it. According to Fabunmi and Salawu (2005), there are reasons for the decline and endangerment of language like Yoruba, Igbo and Hausa, which are both remote and immediate causes responsible for the threat of serious endangerment staring the language in the face. Any of these may bring about a decline or total extinction of a language. Specifically, some of the identified factors are the attitude of the elite community, job opportunities and economy the Nigerian political factors and religious factor.

According to UNESCO in 2012 Igbo language was listed in the curriculum as being capable of becoming extinct in 50 years' time. With such a report, the Igbo people of Nigeria faced criticism due to their seeming unimportance to the study of Igbo language and literature. The Igbos are believed to be the most westernized of Nigerians among other languages; many of Igbo people do not read Igbo literature or write and speak the Igbo language proficiently ([Asonye, 2013](#)). Many young and old Igbos are fluent in English speaking, which is the official lingua franca in Nigeria, whereas they find it difficult to read, write

or speak Igbo. In Nigerian schools, although Igbo language studies feature prominently in the curriculum, students often show no pride in speaking Igbo in public or enthusiasm in reading Igbo literature/text, regardless of the Igbo people's rich written and oral literary traditions ([Ubioworo and Onoyovwi, 2008](#)). These categories are reflected in Igbo studies although Igbo students' approaches to the studies have never been noteworthy. Asonye (2013) observes that many elite families at home and in the diaspora prefer their children master English rather than Igbo. Owing to this development, many public/private schools do not employ Igbo teachers in their various schools, further resulting in a scarcity of Igbo teachers and interested students. Arguably, many students study Igbo language and literature in schools only to pass examinations, but not due to personal interest. As noted by [Odinye and Odinye \(2010\)](#) many cultural enthusiasts and scholars fear that the neglect of Igbo language and literature will have negative implications for the people, especially given that Igbo cultural norms and values are transmitted from generation to generation. These issues show the need for increased effort in the teaching and appreciation of Igbo language and literature at all levels of education in the country, and calls for a pedagogical approach to teaching and learning of local languages and literature.

Nigerian school children's apparent attitude to learning local languages such as Igbo inspired this study. I argue that adopting contemporary approaches

FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA

BY

Ekeke, O.K.M

www.guildaa.org

to teaching and learning of Igbo language could motivate and arouse students' desire to learn Igbo language and literature as well as Igbo culture. [Willam \(2018\)](#) in his article on *Five Principles of Pedagogy* observes that a pedagogical approach must cause (a) motivation (b) exposition (c) direction of activity (d) criticism, and (e) inviting imitation. Despite the popularity of the Igbo ethnic group and culture, and with growing studies in Igbo language, literature and culture, very few studies have been conducted on Igbo language instruction. [Iloene, et al. \(2013\)](#) and [Mbah, et al. \(2013\)](#) have examined the use of new technologies for the teaching of Igbo language in schools. However, these studies concentrated mainly on the instruction of Igbo language using media technologies such as podcasts, without any interest in Igbo literature. Mbah *et al.* (2013) focused specifically on students' experiences and expectations on the use of podcasts for learning English pronunciation.

B. Language Endangerment/Displacement

Language displacement usually precipitates language extinction or death. When the population of the speakers of an Igbo language begins to decline rather than grow, it may lead to the extinction of that language. Igbo language displacement which occurs in a community because of specific social environments as well as preference for a particular language or dialect in a multilingual speech community may also result in Igbo language extinction. This is perhaps why Igbo language displacement and preference usually

underlie language endangerment which may later metamorphosed into language extinction. The scenario in the Nigerian sociolinguistic milieu paints a pathetic picture of several local languages being endangered as a result of their displacement by the English language and Nigerian Pidgin (NP) in terms of their traditional roles, functions, and statuses. Douglas (2012) observation of language situation in Bayelsa State is instructive here. In the institutions of learning in this State, students seem to speak NP more than English or any of the indigenous languages because it has become the lingua franca of the people living in that part of Nigeria. The worrisome reality is that most of the local languages in the Niger-Delta region have been displaced by NP. This pathetic situation is also observable in the case of most languages, in the Middle Belt and the core north, on which the Hausa language seems to have been superimposed.

C. Language Preference in Nigeria

Since time immemorial, preference for one language or another has characterized the human condition in linguistically heterogeneous societies such as Nigeria, Ghana, and Tanzania. Kul (2007) explains that the word *Preference* which comes from French *préférer* meaning *put before, transfer, conveyance* commonly refers to a choice, real or hypothetical, between alternatives. These alternatives can be rank ordered. Preference implies the existence of two opposites: preferred and dis-preferred. There can be a wide

FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA

BY

Ekeke, O.K.M

www.guildaa.org

spectrum of less or more preferred between them which entails that preferences are invariably organized along a hierarchy. The concept of *preferred* evokes the notions of *better* and *more frequent* and, consequently, a better choice is always preferred, and, in turn, more popular in terms of distribution. In the Nigerian context, the preference for English or the local language among Educated Nigerians is susceptible to a myriad of factors such as cultural, economic, educational, and political. Language preference could therefore be viewed as a universal phenomenon which manifests itself in the way we make choices in either Yoruba, Igbo and Hausa language behavior. It is therefore imperative to examine the motivations which explain the language preference of many Nigerians.

Scholars are showing renewed attention by investigating the indices of these variations and why one language should take pre-eminence over another in social, religious, political, educational, and economic domains. The rest of the world cannot afford to wait for 'only English' usage and native-like proficiency when recent estimates of speakers of English as second, foreign or other languages outnumber native speakers (Kachru, 1996, Graddol, 1997, Widdowson, 1997, Pakir, 1999, McKay, 2003, and Jenkins, 2006). Language preference in Nigeria is also characterized by the sociolinguistic phenomena of code-switching and code-mixing in semi-formal contexts. Code-switching is a phenomenon of making one utterance in one language and another in a

different language within the same discourse. [Ogunnaike and Dunhan \(2010\)](#) strongly believe that the language we speak may influence not only our thoughts but also our implicit preference as well. In a study which they carried out at Harvard University it was revealed that bilingual individuals' opinions of different ethnic groups were affected by the language in which they took a test examining their biases and predilections. A question asked in one language generated a positive answer while the same question in another language elicited a different response: "It's like asking your friend if he likes ice-cream in English and then turning around and asking him again in French and getting a different answer." This implies that the preference for a language can elicit a positive response when the listener is favourably disposed towards such.

[Kurniasih's \(2005\)](#) study on "Language Preference" among Javanese in Indonesia confirms human beings' ambivalent attitude when one language is given an enhanced status over another. Subjects in the study make comments showing that Language Preference raises the questions of identity and perception of self. [Arua's \(2010\)](#) study on language preference in Botswana shows that although many of the children possess two or three languages, they prefer only one- Setswana, the indigenous language. However, their parents prefer them to speak English especially in school and playground. They resent the use of English at home. In the Nigerian setting too parents prefer

FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA

BY

Ekeke, O.K.M

www.guildaa.org

nursery schools that adopt the ‘straight for English’ policy in schools where their children speak English at all times. In revealing language loyalty leanings, preference that informs the choice of language is conditioned by sociolinguistic variables such as the interlocutor, the subject of discourse, the purpose of discourse as well as the occasion. For example, an educated Nigerian may use English among some friends who do not speak his own first language even when his attitude to the language is ambivalent. In other words, the choice of Igbo language is dictated primarily by the milieu in which the speaker finds himself. Therefore, educated Nigerians may hate what the English language is doing to their mother tongues but they love its effectiveness in getting along when they consider its economic, social, political, and educational importance. A mini language survey we carried out to investigate the language preference of some Nigerians to an indigenous language (Igbo) and English in formal domains reveals interesting results enough to provoke fresh insight about new inroads the English language has made in Nigeria’s sociolinguistic landscape.

D. Igbo Language Death/Extinction

The idea of Igbo language death presupposes its opposite, language birth. Where one superordinate language is imposed on others in a survival of the fittest struggle, the dominant language may swallow the ‘inferior’ ones leading to language endangerment and subsequently extinction and death. However,

depending on the linguistic geography and sociopolitical structure of the society new languages may evolve as in Pidginisation and Creolization as observable in many parts of the world. [Crystal \(2000\)](#) affirms that “a language dies when nobody speaks it anymore”. Igbo language thrives and survives as long as someone speaks it and has someone to speak it to. Brezinger (1998) argues that language death has always been taking place in Middle Belt Nigeria. He gave an example of the sociolinguistic situation regarding major expansions of languages that led to turmoil in the area because many languages have disappeared due to language displacement and assimilation. Hausa, Kanuri, and Tiv enjoy a lot of patronage but often Hausa is always overriding other languages. The Basawa people who once had Bassa as their major language now speak only Hausa. The Nigerian situation has witnessed some of these recognizable factors responsible for language death. According to Brezinger (1998) a language moves from endangerment to death when:

- 1) It is assimilated to larger, more powerful groups nearby.
- 2) It is assimilated to smaller but culturally dominant groups.
- 3) It is assimilated to English as an official language.
- 4) It is assimilated to demographic crises caused by labour migration and urbanization.

FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA

BY

Ekeke, O.K.M

www.guildaa.org

Igbo Language plays a crucial role in social interaction and it is an all-important agent in the transmission of cultural and social values. It is shaped by the same political, social, and cultural forces which produce the world's diverse civilizations and cultures. The forces lead to the issue of "Language Planning" in Nigeria which can be described as a set of deliberate activities systematically designed to develop the language teaching, learning and resources of a community in order to enhance the utilization of such resources for national development. Various activities may take place while planning language: these may involve "status" planning which either widens or narrows the function of a language or dialect and the rights of those who use it, it could also involve dialects and the rights of those who use it, it could also involve "quantity" planning, which seeks to develop or improve the structure of a language or dialect.

E. The factors affecting the teaching and learning of Igbo Language

i. The society and Igbo language: The Nigeria society places more value in the teaching and learning of English language than its Igbo language counterpart. Hence, they do not appreciate anyone who is either teaching or learning Igbo language in any other indigenous language. Their belief is that the Igbo language just like any other indigenous language does not pave way for a good job. The society does not have regard for anyone teaching Igbo language simply because the language is not regarded as any course that

should be studied in our tertiary institutions. Majority of our parent are not favourably disposed to the speaking of Igbo language at home by their children let alone having it as a course of study. They regard anyone studying Igbo in a tertiary institution as one playing a second fiddle in the field of study. Hence, the lack of interest in motivation and sponsoring such a student. This negative attitude of a parent to their children studying of Igbo language and also to the teachers of Igbo language could be trace to their inherited colonial attitude towards anything that is African (Trudell, 2006).

ii. Poor quality of most of our Igbo language teachers

Bamgbose (1991) observed that "one of the weakest points in the teaching of African language is in the area of teacher preparation. It was believed that any native speaker of the language who happen to be a teacher in the school could teach his language". Any unqualified teachers neither possess teaching qualifications nor well educated in the subject matter where you have qualified teachers the willingness to do the needful will not be there. Ukeje (2016), bemoans that our educational system is plaque with, non-highly motivated, conscientious and efficient class teachers, lack of adequate degree of intellectual and professional background required for teachers' assignments, poor level of commitment to teaching profession and lack of job satisfaction, low productivity etc. The teaching of indigenous language

FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA

BY

Ekeke, O.K.M

www.guldaa.org

cannot be effective if the teachers do not possess a sound knowledge of both the subject matter and appropriate teaching methods. Once those are lacking in schools, the teachers will be unable to effectively motivate their students.

iii. Lack of language laboratories

Most school where indigenous languages are taught are ill equipped and as a result, are not ready for effective teaching of the indigenous languages. In most of the school, there are no efficient language laboratories. Apart from lack of language laboratories, other essential resources materials like instructional materials appropriate textbook, dictionaries, spelling guides and their likes are lacking. According to Ajisafe and Okotie (2011) who observe that many secondary schools in Nigeria and universities do not have enough and well-equipped language laboratories because of the general notion that laboratories are not for Art subjects but for science-oriented subjects. But they forget that language laboratory is essential to the Phonetics teacher who teaches the sounds of the language.

iv. Lack of Linguistics Textbooks Written in Igbo Language

Linguistics textbooks on Morphology, Syntax and Semantics written in Igbo language are not available. Hence, Igbo language lecturers use Linguistics textbooks written in English to teach Igbo language students in an Igbo language class. This is a great

factor that militates against effective teaching and learning of the Igbo language in the Country. As noted by Umo (2013) who laments that the greatest problem facing the teaching and learning of the Igbo language is lack of Igbo textbooks for Igbo learners. For effective teaching and learning to take place in our schools, adequate instructional materials should be made available. Unfortunately, the Igbo language does not have enough textbooks. Even though some Igbo language scholars are writing books, most of their books are on literature and culture and not on the grammar, syntax, semantics, discourse analysis or lexicology of the language.

v. Poor Attitude of Students Towards the Teaching and Learning of the Igbo Language

Most Igbo language students in most of our schools have negative attitude towards the Igbo language, (Onwuka, 2009) and this attitude has affected their value system. Chidi-Ehiem and Ogbu (2017) observe that students cultivate the non-chalant attitude towards learning the Igbo language at secondary school level. Onwuka (2009) further observes that elderly native speakers of the Igbo language are responsible for the negative attitude of students towards the language because of their uncomplimentary remarks about the language compare to Yoruba language. These comments influence their children negatively hence, they do not have any regard for their mother tongue. Fabumi and Salawu (2005) observe that the attitude of Yoruba elites towards the language is not encouraging.

FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA

BY

Ekeke, O.K.M

www.guildaa.org

The elites prefer their children to speak the English language because it has political relevance. Similarly, Tawallbeh, Dagamseh and Al-Matrafi (2013) observe that the reason for people's poor attitude towards their language is because they feel that their language has no economic prospects. Ubahakwe in Ngwoke (2010) opined that unfortunately, owing to our mutual suspicion and jealousy, no linguistic group would like to give up its own language in favour of another in the interest of the nation.

vi. Poor Background in Igbo Language by Students at Secondary School

Many students were not properly taught the Igbo language at secondary school level and when they become Igbo language students, they find it difficult to write in Igbo language particularly in the use of diacritic marks. This is in line with Onwuka (2009) observation that most teachers in secondary schools only prepare students during external examinations such as SSCE which is the reason students are not well grounded in the Igbo language at secondary school level.

vii. Inconsistencies in Writing Igbo Words

Igbo orthography controversy still militates against the development of the Igbo language up till this moment. Some scholars advocate that Igbo words should be written together while others advocate that it should be separated such as; *n'ihina* or *n' ihina*. This is a major problem in teaching the Igbo language

viii. Inability to express scientifically and technological terminologies: Our indigenous language are not well developed to express modern scientific and technologies terminologies. This shows that the modern scientific and technological terms laid direct equivalents and or interpretation in our indigenous languages. Igbo language teachers can never teach effectively, hence its bad effect on the educational development of the country in the light of this, Ukeje (1996) caution

“Without adequate number of inspiring well informed teaches fully prepared to meet their responsibilities in our schools, we cannot have good education and without good education, we cannot hope for long to meet successfully the challenges of a changing world.”

Many terms are springing up daily and the Igbo language does not have real terms for such concepts. Such as Desktop, Iphone, and Ipad do not have Igbo equivalents hence, translation of such electronic digital devices from English to Igbo is another problem facing the teaching and learning of the language.

F. Way Forward

- Entrance examinations should be taken by prospective Igbo language students before being admitted into the department. Mathematics should

FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA

BY

Ekeke, O.K.M

www.guildaa.org

equally be made a compulsory subject like it is done in other departments for students to be eligible to study the Igbo language.

- Functional Language laboratory should be installed to facilitate effective teaching and learning of the Igbo language
- Government should provide jobs for Igbo language graduates. This will arouse the interest of the students in learning the language.
- Igbo language dictionaries should be updated in order to capture new concepts that are coming up every day.
- Scholars should agree on the best writing system to accept for writing the Igbo language. This will help the learners of the Igbo language.
- Linguistics textbooks should be translated into Igbo to enable lecturers to teach their students in the Igbo language thereby preserving and promoting the Igbo language.

G. CONCLUSION

The paper shows that teaching the Igbo language at various schools is faced with a lot of problems. The problems emerged due to lack of language laboratory, terminological problems, attitude of students towards the language, poor background of students in Igbo language at secondary school level, among other reasons. The Igbo language has a long unique history; therefore, the language should be preserved so that it won't become extinct. It is observed that the development and the spread all over the world of the

teaching and learning of Igbo language as a foreign language has also helped in the development and in the teaching and learning of Igbo in Colleges of Education in most part of the Country (i.e Nigeria). The Federal Government in our view should introduce the teaching and learning of Igbo from the primary level of education to the university level. Every subject taught in the secondary schools, Colleges of Education and the University are all introduced from the primary school which is the bedrock of Nigerian education. The Federal Government should go beyond rhetoric to assist institutions of higher learning in the production of teachers of Nigerian language. They could do this by the provision of language laboratories, computers with diacritic marks, libraries and other materials that would facilitate the teaching and learning of the Nigerian languages. The various state governments in the country could be given, money, guidelines and stipulations in terms of time to carry out its projects as well as develop their own local languages. The National Institute for Nigerian Language (NINLAN) should be made to take the bull by the horn to run degree programmes for students in the three main Nigerian languages, so as to help in the production of teachers to teach Igbo as a second language in Colleges of Education in Nigeria.

FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA

BY

Ekeke, O.K.M

www.guildaa.org

H. Recommendations

For the teaching and learning of Igbo language to be effective, the following recommendations are made:

1. The Federal Government should mount up publicity campaign for its citizen to know what they stand to gain academically, politically and otherwise if initial formal literacy is taught in the mother tongue.
2. The Federal Government should go beyond rhetoric to assist institutions of high learning in the production of teachers of Nigerian language. They could do this by the provision of language laboratories, computers with diacritic marks, libraries and other materials that would facilitate the teaching and learning of the Nigerian languages.
3. National Institute for Nigerian Languages should be made to take the bull by the horn to run degree programmes for second language students in the three main Nigeria languages. This will go a long way in reducing the waste that is incurred by the production of this caliber of teachers who would not go beyond the NCE level of certification. In order to complement the effort of the National Institute for Nigerian Languages in this regard, one University in the three Geo-political zones of the North, East and West should be encouraged to mount programmes for holders of second language (NCE) certificates in Hausa, Igbo and Yoruba respectively. This will go a long way towards ensuring, the steady supply of teachers of Nigerian languages to schools and colleges in the country.

4. Nigerian Language teacher educators should on their part show more commitment to the teaching and learning of Nigerian languages. They could do this by attending re-fresher courses whereby they will be able to update their knowledge in their area of specialization.
5. The Igbo community in its entirety should join hands in the promotion of Igbo studies in schools knowing fully well that Igbo language is theirs. They should desist from castigating Igbo language and the crusaders of Igbo language.\
6. The government should encourage the promotion of Igbo language by equipping the schools with the needed instructional materials.
7. More Igbo graduate teachers should be trained and posted to handle Igbo language studies effectively. In other words, the employment of teachers to handle Igbo language in senior secondary schools without thorough screening should be de-emphasized.

References

- Abdul, R.M. (2005) "Ethnic Structure, Inequality and Governance of the Public Sector in Nigeria" in CRISE Working Paper No. 18: Centre for Research on Inequality, Human Security and Ethnicity, Queen Elizabeth House, University of Oxford.
- Ajisafe, B & Okotie, V. (2011). Resuscitating the use of language laboratories in language teaching and learning. *The Nigerian Academic Forum*, 21 (1), 110 – 113.

**FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE
AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA**

BY

Ekeke, O.K.M

www.guildaa.org

- Arowolo, D. (2010). "The Effects of Western Civilization and Culture on Africa". Afro Asian Journal of Social Sciences, Vol. 1, No 1, Quarter IV. ISSN 2229-5313.
- Asonye, E. (2013). UNESCO prediction of the Igbo language death: Facts and Fable. Journal of the Linguistic Association of Nigeria, Nigeria, v. 16, n. 1-2, p. 91-98
- Ayeomoni, M.O. (2012). "The languages in Nigerian socio-political domains: Features and Functions." English Language Teaching, 5(10), 12-19.
- Brenzinger, M. (ed.) 1998. Endangered Languages in Africa. Cologne: Koppe
- Chidi – Ehiem, U. and Ogbu, L. (2017). Globalization and the problems and prospects of teaching and learning of Igbo language in Colleges of Education in south east Nigeria. *International Journal of Progressive and Alternative Education*, 4 (1), 1 – 11.
- Crystal, D. (2000). *Language Death*. Cambridge: Cambridge University Press.
- Douglas, B. (2012). The Status of Nigerian Pidgin and Other Indigenous Languages in Bayelsa State Tertiary Institutions. Unpublished M.A. Thesis, Obafemi Awolowo University.
- Ezani, E. (2001). Learning the sciences in Igbo language. *The Nigerian Academic Forum*, 1, 39 – 183.
- Fabunmi, F. and Salawu, A. (2005). "Is Yoruba an Endangered Language?" Nordic Journal of African Studies 14(3): 391–408. Obafemi Awolowo University, Ile-Ife, Department of Yoruba Language and Linguistics.
- Federal Republic of Nigeria (2014). *National policy on education*. Abuja: NERDC Press.
- Graddol, D. (1997). The Future of English? [Electronic version]. London: The British Council. Retrieved April 6, 2007, from <<http://www.britishcouncil.org/>>.
- Iloene, M. *et al.* (2013). The Use of New Technologies for the Teaching of the Igbo Language in Schools: Challenges and Prospects. Voldans: La Granges des Noyes.
- Jenkins, J. (2006). Current Perspectives on Teaching World Englishes and English as a Lingua Franca. *TESOL Quarterly* 40.1, 157-181\.
- Kachru, B. (1996). World Englishes: Agony and Ecstasy [Electronic version]. *Journal of Aesthetic Education* 30.2, 135-155.
- Kosemanu, J.M. and Anuna, M. (1996). *Politics of education: The Nigerian perspective*. Enugu: Dulacks company Ltd.
- Kul, M. (2007). The Principle of Least Effort within the Hierarchy of Linguistic Preferences: External Evidence from English. Ph.D. Dissertation, School of English, Adam Mickiewicz University.

**FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE
AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA**

BY

Ekeke, O.K.M

www.guildaa.org

- Kurniasih, Y. (2005). Gender, Class, and Language Preference: A Case Study in Yogyakarta. Paper presented at the ALS conference. Melbourne: Monach University.
- Arua, E. (2010). Patterns of Language Use and Language Preference of Some Children and Their Parents in Botswana. Botswana: University of Botswana.
- Mbah, E. et al. (2013). Podcasts for Learning English Pronunciation in Igboland: Students' Experiences and Expectations. In: BRADLEY, Linda; THOUESNY, Sylvie (Ed.). 20 Years of EUROCALL: Learning from the Past, Looking to the Future. Research Publishing.net.
- McKay, S. (2003). Toward an Appropriate EIL Pedagogy: Re-examining Common ELT Assumptions. *International Journal of Applied Linguistics* 13.1, 1-22.
- Mkandawire, S. (2017). Familiar language-based instruction versus unfamiliar language for the reading and writing literacy skills: A focus on Zambian languages and English at two primary schools in Lusaka. *Zambia Journal of Language Studies*, 1 (1), 53 – 81.
- Ngwoke, R. I. (2010). Teacher's perception on the extent of implementation of the national language policy in the upper basic school in Ebonyi State. *Unpublished M.Ed Dissertation, Ebonyi State University, Abakaliki.*
- Odinye, I. and Odinye, I. (2010). Preventing the Extinction of Igbo Language. *OGIRISI: A New Journal of African Studies: Editorial Policies, Nigeria*, v. 7, p. 85-93.
- Ogunnaike, O. and Y. Dunham. (2010). The Language of Implicit Preferences. *Journal of Experimental Social Psychology* 46.6, 999-1003.
- Okudo, A. (2013). National policy on education: Problems and prospects for teaching and learning of Igbo as a second language in Nigerian secondary schools. *Journal of Educational and Social Research*, 3 (2), 371 – 376.
- Onwuka, G. (2009). Factors affecting students' performance in Igbo language senior secondary school certificate examinations. *Review of Education Institute Journal*, 23 (1), 86- 97.
- Pakir, A. (1999). Connecting English in the Context of Internationalization. [Electronic version]. *TESOL Quarterly* 33.1, 103-114.
- Tawalbeh, A., Dagamseh, M and Al-Matrafi, A. (2013). Language maintenance or shift? A sociolinguistic investigation into the use of Hausa among Saudi in the city of Mecca. *ACTA Linguistica*, 7 (2), 128 – 141.
- Ubioworo, E. and Onoyovwi, D. (2008). Towards re-tooling oral literature for the teaching of Nigerian Languages. *Journal of Nigerian*

**FACTORS AFFECTING TEACHING AND LEARNING OF IGBO LANGUAGE
AMONG YOUNG IGBO PEOPLE IN OGUN STATE, NIGERIA**

BY

Ekeke, O.K.M

www.guildaa.org

- Languages and Culture, Nigeria, v. 10, n. 2,
p. 135-146.
- Udoye, I. and Okpala, O. (2018). Igbo language
endangerment: A threat towards the gradual
loss of human identity. *COOU Journal of
Educational Research*, 5 (1), 111- 124.
- Udoye, I. (2018). A Linguistic Appraisal of Igbo
Anthroponyms. *Journal of Lexicography and
Terminology*, 2 (1), 1 – 19.
- Udoye, I. E. (2019). Challenges of Teaching and
Learning the Igbo Language at
Chukwuemeka Odumegwu Ojukwu
University, Nigeria. *International Journal of
Linguistics, Literature and Translation
(IJLLT)*. 2(2). 1-6.
- Umo, C. (2013). Igbo language and Identity. *Journal
of Literature and Arts Studies*, 3 (9), 576 –
588.
- Widdowson, H. (1997). The Forum: EIL, ESL, EFL:
Global Issues and Local Interests. [Electronic
version]. *World Englishes* 16.1, 135-146.
- Willam, D. (2018). Five Principles of Pedagogy. Ed
Tech Now. 2013. Available at: <Available at:
[https://edtechnow.tech/2013/05/12/pedagog
y/](https://edtechnow.tech/2013/05/12/pedagog
y/)>.