

**LANGUAGE CHOICE IN A MULTILINGUAL SOCIETY. CASE
STUDY OF UNEME EKPEDO**

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NOVEMBER, 2022.

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**A PROJECT SUBMITTED TO THE DEPARTMENT OF
LINGUISTICS STUDIES, FACULTY OF ARTS, UNIVERSITY OF
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REQUIREMENTS FOR THE AWARD OF BACHELOR OF ARTS
(B.A) DEGREE IN LINGUISTICS STUDIES.**

NOVEMBER, 2022.

CERTIFICATION

This is to certify that this project was carried out by **Ezekiel Owenme Mary** (Miss) with matriculation number **ART1701288**, Department of Linguistics, University of Benin, Benin City, under my Supervision.

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ANTI –PLAGIARISM PAGE

I, **Ezekiel Owenme Mary** with matriculation number **ART1701288** declares that this work titled Factors that affect language choice in a multilingual society a case study of Uneme Ekpedo)has successfully pass the Anti-plagiarism test, with the score of (0) percent and so does not violates any copy right regulation.

Ezekiel Owenme Mary

Date

DEDICATION

I dedicate this work to God Almighty for his sufficient love, mercies and grace in all ramifications. Also to my sweetest Dad (Late Mr Theophilus Ezekiel) whose wish for me was to be successful always.

To my ever caring mother Mrs Margaret Ezekiel for her immense support and love, to my Pastor; Pastor Parson Osayi Inneh whose prayers and support are felt, I love you all.

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ABSTRACT

The Uneme language is the language of the inhabitants of Ekpedo community in Akoko Edo(Edo North). This work aimed at giving a detailed account on the effects of multiple languages on the Uneme Ekpedo people, it is discovered that the language is under-utilized in formal settings and shares equal status with other languages in informal settings, hence a thorough examination of the linguistic situation of this community is presented in this research work. This work is targeted at finding the vitality of the Uneme language with a view to knowing the prestige and danger of extinction of the language. The framework of this study is sociolinguistics framework and it is targeted at bringing into limelight effect of language, and in this case multilingualism has on a society. Chapter one provides an introduction of the study, statement of the problem, purpose of the study, research questions, significance of study, scope and limitations. Chapter two provides a review of related literature and theoretical framework. Chapter three entails a look into research design and methodology, population of study, area of study research instrument, sampling method/data collection and method of data analysis, the present study employed data obtained through questionnaire. chapter four contains the analysis and discussions. Chapter five summary of findings, conclusion, recommendations, references and appendix.

CHAPTER ONE

GENERAL INTRODUCTION

1.0 Background

The concept “choice” is defined as an act of choosing something from multiple options or is one of the options you can choose from. Choice also describes something as being carefully selected.

Multilingualism – in this concept Multilingualism, is defined as having the knowledge of three or more languages than a native language. This language term more from monolinguals (knowing how to use one language) and beyond bilingualism (knowing how to use two languages) into the realm of knowing three or multiple languages.

The European Commission (2007) stated that multilingualism is the ability of societies, institutions, groups and individuals to engage on a regular basis with more than two languages in their day to day lives.

Most communities in the world are multilingual, as there have been argument that there is no such thing as a total monolingualism, in any country of the world, not even in countries as: Great Britain, USA France, and Germany.

“Appel and Muijen (1981) tried to differentiate two types of multilingualism. They called one individual multilingualism and the other societal multilingualism. They describe the individual multilingualism as the ability of using many languages by an individual, while societal multilingualism as the ability for a society to speak three or more languages.

According to Kristen (1991), he identified two situations of multilingualism in terms of status. These he called horizontal and diagonal multilingualism. He says if the language spoken in a multilingual society or community is of same/ equal status in the official, cultural and family life of the society, this is called horizontal multilingualism: Canada according to him is a typical horizontal multilingual country. Diagonal multilingualism. This is when one of the language has official status; ‘Tanzania’ is an example of this.

Languages with their compound implications for identity, communication, social integration, education and development, are of immense importance for sociolinguists. A language definition according to Noam Chomsky (1957) says language is the inherent capability of Native speaker to understand and form a grammatical sentences. A language is a set

of (finite or infinite) sentences each in finite length constructed out of a limited set of elements.

From the above definition it is made known that communication cannot take place between two individuals or a group of people without the use of language and language cannot be used effectively, if it is not well understood by the user. This brings to what a society is. A society is a group of individuals involved in persistent social interaction, or a large social group sharing the same spatial or social territory, typically subject to the same political authority and dominant cultural expectations. With this definition of what a society is, it is known that communication, interaction or wanting to choose a language will not be a topic to be studied without a society.

However, it may be thought that factors that affect language in a multilingual society are few and simple, but such is not the case a perfect explanation cannot be given as to why speakers make the choices they do sometimes, as sometimes speakers finds it interesting to switch from one language to another, or two or more speakers who have become used to conversing among themselves in a particular language and feel extremely

uncomfortable having to switch to another while other speakers may find this act of switching quite different.

In Uneme Ekpedo Community there are more than three languages that play important role, and many of the individuals in this community are at least bilingual, even though some of this individual cannot communicate freely or don't even know how to speak their native language (Uneme). They end up been able to speak others. Here the context individuals find themselves would determine which language to be used. This context could be the milieu (social environmental) or the domain such as, educational background, profession, family, friends, church, market, homes neighborhood, meetings festivals, ceremonies (wedding and burial) and offices, as the case maybe, it was also discovered that in this domain and social environment, there are still other things which will determine the language to be used, those things are speech participants, speech situation, speech purpose, subject matter and speech norms but in this community it is mandating that during festivals such as yam festival, Ogun festival, Ukpe festival, meeting with the king as well as the elders court, the only language

accepted and allowed to be spoken or used is the native speaker language(UNEME).

It is also important to note that in schools the only language allowed for teaching, learning and communicating both from the teachers and student is strictly English which is the official language, as well as in the office(though not strictly) no other language is allowed, as any other language will be termed vanacular and any pupil or student found speaking vanacular will be punished or rather pay a fine.

Another factor is language attitude: This attitude is mostly exhibited by the parents in this community, attitude been the way a person feels, thinks and intends to behave toward something, most times the attitude of these parents are negative towards the native language but have good attitude towards other languages spoken in the community, this affects the children ability to communicate with their peers using the native language because they were not brought up using that language.

In the same vein, some parents who are not based in in the community but based in the urban areas tends to bring up their children using the language which is spoken in their immediate environment as a medium of

communication and instruction in their homes. The children will grow up to speak that language, by the reason of this the children will not be able to communicate using their native language, they will rather look for another means, which can either be the usage of English, pidgin, Yoruba or Epira to communicate. It has therefore being observed that there is need to improve on the native language by the speaker by speaking it more often.

1.1 Uneme Ekpedo and Language

Uneme Ekpedo is one out of the (5) clans Of Uneme, inhabiting the Northern area of Edo State, having Akoko-Edo as their L.G.A with over 5000 population of people, due to them been widely dispersed made them to be open to other languages as they share borders with kogi to the North and Ondo to the West. As a result of this neighbouring towns, the language of the Uneme is more than one due to interactions that takes place between them. This has influenced the language of the Uneme Ekpedo indigenes and made them multilingual in nature, as it is mostly likely impossible to find an individual who doesn't know or haven't acquire more than one language over the years. This people are born into learning and using of additional languages, as learners of additional languages are either born into it or

transferred into it (resulting from migration) because this people were born into learning additional languages, they accept the need for multilingualism as a natural phenomenon. It makes them to easily see the importance and the profit of attaining a high level of expertise in the various languages, so as to use the language fluently when the need arises. The search for a common language sometimes may prove abortive, some persons/group of persons will have to suggest and choose the language which will allow a great number of people to participate in conversation.

1.2 Research Questions

These questions have been carefully selected to guide this work:

- i. What is the attitude of the Uneme Ekpedo people, towards Uneme and other languages they speak?
- ii. What are those challenges faced by societies and individuals when it comes to making a language choice out of multiple options.
- iii. What are those factors which affects language choice?
- iv. How do the use of multilingualism affect the educational system in Uneme Ekpedo Community?
- v. To what extent do these factors affects language choice?

1.3 Purpose of Study

- i. The purpose of this study is to identify those things individuals are faced with when choosing a particular language of use.
- ii. It is a way to identify things that affect people's language choice in a multilingual community of Uneme.
- iii. To find out if multilingualism affects their educational system
- iv. To know what the advantages and disadvantages of multilingualism are.
- v. To make people especially the young ones to be proud of their native language
- vi. To persuade people to inherit, share and socialize their native language to their up-coming generation.
- vii. To also find out if the use of indigenous language, aids learning and enhances academics performance of student.

The aim and purpose of this study is to look at those things that, affect people's choice of language use in a multilingual community like [Uneme].

1.4 Statement of Problem of the Study

With over 250 ethnic groups and over 500 indigenous language in existence (2018 research) alongside English (the official language) and Nigeria Pidgin (NP). It is henceforth expected that language choice will be quite complex and patterns of choices in language are expected to change at any time. This may affect individual state or the nation. The Uneme community like any other ethnic community that is multilingual in nature is faced with the problem concerning language choice, its usage and attitude they have toward their language and other language. During the course of this research I discovered, though there are a lot of study that has been done on this topic, but none has been done using Uneme as a case study.

1.5 Significance of Study

The vitality of this research work is to make known those factors that affect language choice in a multilingual community, society or a setting. This will be beneficial to students, teachers, publishers, curriculum planners, people in the community, and further research which could be done by linguists.

- In the aspect of the teachers, it helps them to focus on the factor that warrant language choice in a multilingual societies, in other to improve the understanding of the students.
- It helps the students to lay hands on journals, textbooks or ebooks (material) which will open their eyes to the factors that affects language choice in this kind of environment.
- Persons involved in publish English language book/ material may find this work interesting in such a way that they will be able to identify factors that give rise to language choice in a multilingual setting like (Uneme Ekpedo) and decide to focus on this area in their publication.
- This may arouse the interest of scholars to investigate more on the complication and finding that have been done, with a prospect of dealing with the issue of factors affecting language choice in a multilingual society.

1.6 Scope and Limitations

This research work is focused on examining the concept of multilingualism and the problems it poses. In Nigeria as a country, it will go further to discuss communities in Nigeria that are multilingual and their language policies and if it is allowed to encourage multilingualism, if it does, then we will look into how multilingualism can be encouraged.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter contains and examines the different relevant scholarly documentation (literature/books) written on language choice by different researchers. In the sense language choice is one of the broad and most researched topic or phenomenon in sociolinguistics, there are indeed some languages where this particular sociolinguistic research has not been carried out, hence the aim of carrying out investigation into this aspect of language.

Language choice deals decisively on the selection of languages for different purposes in variable contexts. Habitual language choice is within the domain of bilingualism and multilingualism. When pursuing special goals, speakers can choose between or more languages in one conversation or chose between languages across different settings, this we shall explore under this literature review.

2.1 Conceptual Review

In conceptual analysis/review, room is given to the various postulations or accounts about a phenomenon and how these accounts contribute to our knowledge/understanding of such. In this section, the concepts of language choice, language contact, language attitude bilingualism, mother tongue and second language will be reviewed from the view of different authors. These are concepts associated with the issues of a language's vitality and its adoption for certain official communicative functions in the society.

2.1.1 Choice

This is the range of different things from which a being can choose.

According to Dr Williams Glasser(1965)who is known as the founder of Choice, he said this theory is an explanation of human behavior, he went further to explain that all we do all our lives is behave, and is that we choose our behaviour in an attempt to meet one or more of the five basic human needs that are built into our genetic structure which he stated in (1998) to be "Survival,fun, belonging, freedom and power.

2.1.2 Bilingualism

Bilingualism: Bilingualism is the existence of two different languages within the speech repertoire of either an individual or a society. By speech repertoire, we mean the totality of languages, dialects and their superposed social and cultural variants that an individual possesses. We can liken speech repertoire to the brain, memory or linguistic store that harbours all the languages and the varieties of languages in individual possesses.

Forms of Bilingualism

There are basically two forms of bilingualism. These are societal bilingualism and individual bilingualism. Let us see what each of these forms of bilingualism refers to.

Societal Bilingualism

When a society has two different languages existing within it and the two languages are assigned similar or different functions within it, then there is societal bilingualism or we can say such society is bilingual.

Examples of Bilingual Societies

Canada

The Canadian society, which acknowledges and uses French and English, assigns functions to the two languages. It uses both, French and English as official languages and languages of interaction. That is, the society uses both languages as lingua franca and national languages.

Nigeria

Nigeria is also an example of a bilingual society which assigns different roles to both the official language and the regional languages. English has the role of official language while the regional languages have the roles of interaction.

Individual Bilingualism

An individual is bilingual when they have two languages in their repertoire.

There are three forms of individual bilingualism. These are coordinate, subordinate and incipient bilingualism.

Coordinate Bilingualism

Coordinate bilingualism occurs when an individual has or possess the ability to use or speak the two languages proficiently. Such an individual is a coordinate bilingual.

Subordinate Bilingualism

An individual is a subordinate bilingual when they are proficient in one of the two languages. This language in which they are proficient is usually the mother tongue; then they can speak the other language, but not with great proficiency as the other language.

Incipient Bilingualism

An incipient bilingual is just the ability to be able to use one out of the two languages proficiently and this is usually the mother tongue, but having a partial understanding of the other language.

Language Choice: (Gal 1979) said language choice is when the speaker chooses what language to use in a particular situation or context in bilingual

or multilingual communities. “who speaks what language to whom and when”.

Language Attitude: It refers to the way in which a person thinks, feels, and intends to behave towards something (Rajecki:1982:33). Attitude is thus one of the fundamental ways/channel for evaluating the psychological reaction to a phenomenon (whether positive or negative).

Domain: Domain of language use (Rohr 1932) in this context is used to denote the social context of interaction e.g. Location, topic, participants, speech situation and speech purpose.

2.1.3 Mother Tongue

The mother tongue which is also known as the first language or dialect an individual has been exposed to from birth, this is also known as the L1, which is the language(s) a person has acquire within the critical period, or that a person speaks the best and so it is often the basis of sociolinguistic ability. Every normal child when exposed to the language spoken in his or her environment will speak and understand this language by age four or five.

This first language which the child is exposed to is what we call the "mother tongue".

Curry (1958:76) argues that competence in using mother tongue is a necessity for the acquisition of knowledge in a given discipline. Curry (1958) states that the mother tongue is the medium in which much of our thinking is carried out, improvement in using the corresponding to the mother tongue ensures improvement in thinking. Therefore, the mother tongue is the child's most important social equipment. Mother tongue has a very vital role to play most importantly in transferring knowledge to children, as children tends to learn faster with their mother tongue. In addition UNESCO (1953:1) states that it is unquestionable that the best medium of teaching a child is with his/her mother tongue. Psychologically, it is the system of meaningful signs that in his/her mind works automatically for expression and understanding. Sociologically it is a means of identification among the members of the community to which he belongs. Educationally he/she learns quicker through an indigenous than unfamiliar linguistic medium.

2.1.4 Second language

Second language. noun. a language other than the mother tongue that a person or community uses for public communication, especially in trade, higher education, and administration. A non-native language officially recognized and adopted in a multilingual country as a means of public communication. Second Language which is also known as L2, is that which becomes another means of communication alongside the first language, it is usually acquired in a social environment where it is spoken.

In learning a second language, it might be difficult to master the vocabularies especially when the language belongs to a total different culture. Where the second language belongs to a whole different culture, the speaker is faced with the challenges of interpreting to himself the new ideas in aspect of his way of thinking and expressing his own ideas and thoughts through the new modes of the foreign language. The apparent thing a learner brings into learning a second language is his or her mother tongue.

In the reviews done thus far, it has been noted that language contact is the major reason why such sociolinguistic phenomena like bilingualism, mother tongue (or first language, L1) and the second language (or L2) occur in languages and the aim of studies in language choice is to reveal the

different factors, both linguistic and socio-cultural, that give rise to the linguistic consequence of a language vitality. The opinion of authors in the reviews done above have made known that all these factors are in one way or the other connected and play a very significant role in determining the linguistic importance of an indigenous Nigeria language in Uneme.

2.2 Theoretical Review

The review in this section will focus on the different methodological issues on multilingualism. Robert (1954) as against Asesonoye(1994) who stayed that multilingualism can be traced back to the time when God caused men to speak in diverse languages. He draws our attention to the fact that aside the languages which were originally created by God, there have been other languages which evolved which are still evolving up on till now, for this reasons we see man exposed to diverse languages. This is why Emenanjo(1990)says one language gives birth to dialect, space and time makes them divergent that they became separate in this way, one original language can become hundred, this is portrayed in the Roman languages such as French, Italian, Portuguese and Spanish they are all known to have

their source from the original Latin. It is known to have changed through time to mutually intelligible Roman languages of the present after it has displaced the earlier languages which formed the Roman Empire.

Osakwe (1995) is of the opinion the longer a region is settled, the more numerous the regional varieties. No wonder aside the different varieties of English language in different countries we are still faced with diverse sub varieties within a country like Nigeria. Still on this (Mahapatra1990) this multilingualism is found in most present day Nations. He also stated that linguistics diversity is the cause of multilingualism in most Nations.

2.3 Empirical Review

There exist a so many literatures on multilingualism and factors that affect language choice in a multilingual society or communities, we will be looking at some of those factors.

Fishaman(1972) In his book: **Model Of Domain Of Languages Use**, states the need to take into consideration of "who speaks, what language and to whom and when?". According to Fishaman, this makes it possible to

investigate language choice in a number of different aspects in multilingual society, though under the domain of contextualized situation such as: home, work, friendship, education and others(language choice can be determined in those various places).

Fishman opines that these domains are not fix and they differ in number and in destinations in one bilingual or multilingual settings to another, but depending on the socio-cultural dynamics.

At the same time, Saghal (1991) opines languages are used differently in each domains such as family, friendship and institutions.

Also, Li Wei(2000) commenting on language choice in bilingualism and multilingual society, says that if the study of language choice is mutually related with other sources of variance in language behavior for instance media variance and an analysis of role and topic is carried out will point significantly to the issues of language choice.

Language Choice (Gal 1979) said language choice is when the speaker chooses what language to use in a particular situation or context in bilingual or multilingual communities. “who speaks what language to whom and

when". This is available only in a multilingual communities. Anyone who can speak two or more languages well enough to the extent of being able to communicate his or her thought, emotions and ideas is very free to use and practice choice in language.

According to Romaine(1994)the first step to understand what choices are available for a speaker is to gain some ideas of what languages and varieties available to them in a particular social context" based on the postulations Buda (1983)says that no satisfactory explanation can be given to why speakers make the choices they do, he went further to say whenever speakers of two or more languages come together a decision has to be made as to which of the languages should be used.

Ndukwe in Emenanjo (1990)notes that language choice patterns are especially significant for minority language as a determinant of their prominence or even continued existence in the face of the powerful lingua Franca. He also note that the social factor that determine the choice of any language can relate to attitudes of hostility, receptiveness and loyalty towards a particular language and their native speaker.

2.3.1 Determinant of Language Choice

There are two basic factors that determine language choice in a multilingual society.

i. Instrumental Purpose and

ii. Integrative purpose

Elliot(1997)Reveal the dissimilarities between instrumental and integrative approach in second language learning as follow.

In latter studies integrative purpose has continued to be emphasized, although now the relevance of instrumental purpose is as well drawn to attention, even with this it good to note that instrumental purpose has only be acknowledged as a significant factor in some research. But then integrative purpose is always attached to a successful second language acquisition. It has been noted that in most cases student pick the instrumental reasons more often for the study of language than the integrative reason. Those who do support the integrative reason, integrative approach in language study are often time more prompted and above all more successful in language learning.

Gardener(1972)says that integrative purpose is characterised by the learner's positive attitude towards the learner's target group and the desire to integrate into the targeted language community. Second language learning is to be competent in second language in a way that Leonard Bloomfield(1933). "described as total indistinguishable from the accent of the native speaker of the target language" under such condition, the language learner wishes to be so competent in the speaking of the second language in other for humor her to be qualified as one of the members of the targeted language.

Going by the notion of instrumental purpose Crystal(1987)outlined five factors that can affects language choice

i Education: learning another language may be the one and only means of getting access to knowledge. This factor led to the universal use of Latin in the middle ages, but today motivate the international use of English.

ii. Economy: large number of persons have migrated to find work and to improve their quality of living.

iii. Religion: some people may decide to live in a country because of its religion significance, while some other person's leave because of religion oppression, either ways a new has be learned.

iv. Politics: Annexation, resettlement and other political or military acts, can develop instant linguistics effect, as a result of military invasion some persons might become refugees and this persons either they like it or not have to learn the language of their new home.

v. Natural disaster: flood, volcanic eruption, earthquake and famine can result to the movement of a population of people to move from where they were before, new language is mandated to emerge as a result of resettlement.

2.4 Concern of Present Day Study

This research work set to find answers to the factors which affect language choice in Uneme community, what effects this factors have on the indigenous language. This work serve as a tool for the Government and language planners to work on the minority languages like Uneme in Nigeria, by raising their status so they will see a reason not to have a negative attitude towards their languages, because they feel the language is inferior.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

The previous chapter (two) reviewed the different literatures relevant to the present study. This chapter presents and ponder on the outline and discussion of the research pattern, methodology and analytical procedures. It discusses the following: research configuration, the population of respondents, sample and sampling techniques, the instrument of investigation, assessing of the instrument, distribution and collection of data and the method of data evaluation. This will present the total outlook of what shape the following chapter which is analysis would take.

3.1 Sampling Method/Data Collection

Due to the wish of the researcher which is to apprehend the belief of those who have witnessed the situation of the Uneme Ekpedo people situation. Questionnaires were distributed on the basis of citizenship of Edo State and inhabitants of Uneme community, before the questionnaires were given out the researcher asked if the respondent were Uneme speaking persons or a native of Uneme Ekpedo.

A 100 copies of the questionnaires were distributed to the respondent by the researcher, in the cause of collection the exact amount were retrieved from the respondents.

3.2 Research Instruments

Questionnaires is medium of collecting datas According to Forcese and Richer (1973:160), ‘a questionnaire is a form of securing answers to questions’. They went further to explained that they are forms which the respondent fills in by himself/herself.

A survey method uses questionnaires as data collecting instruments. Questionnaires elicit good data and save time and have the ability to reach a number of respondents (Forcese and Richer, 1973:85). In this study, questionnaires were given to different grades of people in the community. The reason is that different information was needed from each of the respondents.

The main feature of this theory is that it focuses on the how this people make their choice of language.

The questionnaire-survey instrument was used primarily because it is a less expensive method for getting data. There was also an added advantage of obstructing information manipulation and bias. Its' confidentiality makes it possible for respondents to reveal important information about themselves and the issues being discussed without any reservation.

3.3 Justification of Research Population

In this research, data on language choice were collected from individuals of different age grade in the community. The reasons governing the choice of respondents. The majority of the Uneme respondents queried in this study ranged in age between under 20 to 50 years old and above. The views of each respondents gave insights into factors that affect language choice amongst them especially attitude they have or have developed towards their languages and other languages spoken in the community. Previous research on minority language situations has found that attitudes of the younger generation have a vital role to play on the prosperity of the language as it is ultimately their views on the language that will determine the direction that changes will take in the future.

3.4 Method Of Data Analysis

The researcher represented the views of the respondent in a simple tables. Simple percentage calculation were used to represent the views of the respondent on the various items. The researcher went further to discuss each items as represented on the table. The tables, percentage and discussion are presented in chapter five(5).

CHAPTER FOUR

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of Findings

Some of the factors that affect language choice in "Uneme Ekpedo" have been highlighted. The major hindrances of language choice in Uneme Ekpedo, is that so many persons have placed other languages above it, aside speaking Uneme at home, the numbers of those who speak the language outside their homes are few. The study observed that there is a general lack of enthusiasm for the teaching and learning of the Uneme, from parents for instance a child whose both parents are indigenes but not based in the community who then decided to train their children, using the language of their immediate environment. We won't look at the aspect of the teachers because the Uneme language is not taught in schools at all, not at any level of education both primary and secondary Schools is it taught. Absence of the language in the school curriculum, and lack of instructional materials in Uneme.

The National Policy on Education (1981) which is categorical about language use in the education of Nigerian children in the school system.

Indigenous languages, especially the mother-tongues of children in any given community, are to be used as a medium of instruction from preliminary through primary school levels, although this is contrary to what prevails in the school system at present as shown from the responses to some questions in the questionnaire. Various Local Government Areas should jointly contribute to the sustenance of the minority languages like Uneme.

Appropriate teaching and learning of Uneme may not be carried out unless teachers are trained and exposed to a well-developed curriculum with its appropriate teaching methods as outlined in the relevant document. Also, adequate instructional materials should be made available for the proper implementation of the programme.

We discovered also that aside the attitude of parents and this language not been taught at school there are some other factors that affects the Uneme language choice, such as the marriage ceremony, burial, religion, neighbouring communities, education, politics and friends also have their roles to play.

We also found out that some persons, though are indigenes but where not raised in the community. This made them grow up using the language of their immediate environment.

5.2 Conclusion

A prior justification for undertaking this investigation is the expectation that it might give further into the field of study. This investigation has given an insight on those factors that affect people's language choice. From all indication it has been seen that language choice can only spring up when a multilingual society or communities/individual is been discussed which has to do with the speaking of several languages. Inhabitants of monolingual setting do not have a reason to discuss language simply because they are only but exposed to one language, which is the language everywhere in the community.

In a multilingual society people can switch from one language to another, they can decide to speak a particular one and leave others out.

5.3 Recommendation

The recommendations are as follow:

- i. It should be noted that language is our identity, therefore we shouldn't learn other languages at the expense of our mother tongue.
- ii. We in this generation should learn to protect our languages and culture jealously so that the unborn generation can meet the existence of such language.
- iii. We should learn to prioritize our languages, the notion of seeing our languages as inferior should stop in other to avoid language death or extinct.

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APPENDIX

QUESTIONNAIRE
DEPARTMENT OF LINGUISTICS AND AFRICAN LANGUAGES,
UNIVERSITY OF BENIN, BENIN CITY.

QUESTIONNAIRE ON FACTORS THAT AFFECTS LANGUAGE
CHOICE IN MULTILINGUAL SOCIETY (CASE STUDY OF
UNEME EKPEDO)

INTRODUCTION

I humbly request your assistance to complete the attached questionnaire in order to complete my research study.

I am final year student carrying out a research on “the factors which affect language choice in a multilingual society ‘case study of Uneme Ekpedo’

Note: Every information provided will be treated as strictly confidential.

Please tick [✓] as appropriate.

PART ONE: PERSONAL INFORMATION

Sex: Male [] Female []

Age: Under 20 [] 20-50 [] 31-40 [] 41-50 [] above 50 []

Mother tongue [your local language]:

Igbo [], Uneme [], Pidgin [], others (please specify)

Level of education:

Tertiary []

Secondary []

Primary []

Others []

Religion:

Christianity []

Islam []

Others (specify)

PART TWO: QUESTIONS

1. Do you speak Uneme? Yes[], No []
2. If yes how often do you speak it? Frequently [], Not frequently[],
Not at all []
3. How many languages are spoken in Uneme Ekpedo community?
4. which of the language is learnt first in Uneme Ekpedo community?
Uneme[], Yoruba[], Ebira[].

5. what is the attitude of the speakers towards uneme language. Very good [], good [] very bad [] bad [] not sure [].
6. which of the language is used for interaction? Yoruba [], Uneme [], Ebira [], Others []
7. which of the language is taught in schools Yoruba [], Uneme [], Ebira [], Others []
8. which of the language is used in the market Yoruba [], Uneme [], Ebira [], Others []
9. which of the language is spoken at homes Yoruba [], Uneme [], Ebira [], Others []
10. which of the language is spoken in the office Yoruba [], Uneme [], Ebira [], Others []
11. which of the language is spoken in the church Yoruba [], Uneme [], Ebira [], Others []
12. which of this language is spoken in traditional wedding ceremonies Yoruba [], Uneme [], Ebira [], Others []
13. which of the language is spoken in burial ceremonies Yoruba [], Uneme [], Ebira [], Others []

14. In Festivals which of this language is used Yoruba [], Uneme [],
Ebira [], Others []
15. Is Uneme language taught in schools Yes [] No [] not sure []
16. Are there qualified teachers to teach the language Yes [] No [] Not
sure []
17. Are there enough/adequate teaching materials in your schools Yes []
No [] not sure []
18. What are the attitudes of teachers towards the teaching of uneme
language? Very good [] good [] very bad [] bad [] not sure []
19. What are the attitudes of student towards the teaching of uneme
language? very good [] good [] very bad [] bad [] not sure []
20. The teaching of uneme language will affect the English use of
students. Agree [] strongly agree [] disagree [] strongly disagree []
not sure [].
21. Do you think uneme language should be taught in schools? Agree []
strongly Agree [] disagree [] strongly disagree [] not sure []

22. Do you think the teaching of uneme language will affect the intellectual development of students ? yes[] no[] maybe[] not sure[]
23. Challenges facing teaching of uneme language. Lack of interest on the part of the student[], Lack of interest on the part of the Teachers [], Negative attitude of parents [], Influence of English and Pidgin on Uneme [], Inferiority Complex on the part of Uneme Speakers [].
24. What are the attitudes of parents towards the teaching of uneme to their children? very good [] good[] very poor[] poor[] not sure[]
25. What other languages are being taught in the school? French[], Yoruba[], Ebirá[], English[].