THE INFLUENCE OF EDO LANGUAGE ON THE ENGLISH LANGUAGE ACQUISITION OF STUDENTS IN SENIOR SECONDARY SCHOOLS IN ETSAKO CENTRAL LOCAL GOVERNMENT AREA OF EDO STATE

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UNIVERSITY OF BENIN

BENIN CITY, NIGERIA

DECEMBER, 2024

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A PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL FOUNDATIONS, FACULTY OF EDUCATION, UNIVERSITY OF BENIN, BENIN CITY IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF BACHELOR DEGREE B.A (Ed) IN ENGLISH AND LITERATURE

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CERTIFICATION

This study was carried out by Stephanie Uwa OGBOANOR with Matriculation Number: EDU2001521 of the Department of Educational Foundations, Faculty of Education, University of Benin, Benin City. It is adequate in scope and quantity for the partial fulfilment of the requirements of the award of the degree of Bachelor Degree B.A. (Ed) in English and Literature.

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DEDICATION

This work is dedicated to Almighty God and my parents, Mr. and Mrs. Ogboanor Philip.

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My deepest gratitude goes to Almighty God for making me being able to start this journey and end it, I am grateful for his grace and mercy he has shown me throughout this journey. I appreciate my project supervisor Mr Ugonoh Samuel Inobemeh for his guidance, support and correction I have been able to get so far.

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ABSTRACT

The study investigated study the influence of Edo language on English language acquisition of students in senior secondary schools in Etsako Central Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and answered. The sample size for the study was made up of 100 respondents which were randomly selected from each schools in the local government. The questionnaire was the instrument for data collection. The descriptive survey research design was adopted in carrying out the study. An analysis of data was done using frequency count and percentage.

The findings from the study include that there is a significant influence of Edo language on grammar acquisition among secondary school students in Etsako Central Local Government Area of Edo State. It was concluded that that there is a significant influence of Edo language on English language acquisition of students in senior secondary schools in Etsako Central Local Government Area of Edo State.

The study recommended among others that secondary schools should consider incorporating aspects of Edo language and culture into the English language curriculum to create a more relatable learning environment. This could help bridge the gap between the students' native language and English, facilitating better comprehension and usage.

CHAPTER ONE

INTRODUCTION

Background to the Study

The Edo language is an indigenous language predominantly spoken in Edo State in southern Nigeria. It serves as the mother tongue for the Edo people, who are recognized for their rich cultural heritage and historical significance. The language is part of the Volta-Niger branch of the Niger-Congo language family, one of the largest and most diverse language families in Africa (Edegbe, 2020). This classification situates Edo among a wide array of languages that share certain structural and phonological characteristics. With over a million native speakers, Edo plays a vital role in Nigeria's linguistic landscape.

The Edo language is characterized by a complex tonal system, which is crucial for distinguishing meaning in spoken communication. Tones in Edo can change the meaning of words, which is a common feature among many African languages, adding a layer of linguistic complexity. Additionally, Edo boasts a flexible syntax that allows for expressive and nuanced communication (Osaigbovo, 2023). Over centuries, the language has absorbed loanwords from neighboring languages as well as from colonial languages, particularly Portuguese and English, reflecting a history marked by trade, conquest, and cultural exchange. This borrowing enriches the Edo lexicon and demonstrates the dynamic nature of the language as it adapts to changing sociopolitical environments. Edo

is not merely a means of communication but a vital repository of the people's history, customs, and beliefs. The language is instrumental in the transmission of oral traditions, folklore, and historical narratives that date back centuries. These narratives include stories about the ancient Benin Kingdom, which is famed for its sophisticated political structure and artistic achievements, particularly its bronze sculptures and significant urban planning.

Edo State, located in the southern part of Nigeria, is a linguistically rich region with a variety of languages spoken by its diverse ethnic groups. Each language reflects the unique cultural and historical heritage of its people. Some of the languages spoken in Edo state include Bini, Esan, Owan, Etsako, and Okpamheri.

The Bini language is one of the prominent language spoken by people in Edo state. The language is primarily spoken in Benin City, the state capital, and surrounding areas. Bini is rich in proverbs, folklore, and oral traditions that play a significant role in the social and cultural life of its speakers. Historically, the Bini language served as the medium of communication in the ancient Benin Kingdom, one of the most powerful pre-colonial African states known for its art, architecture, and complex political system (Oboh, 2024). This kingdom, famed for its sophisticated bronzes and ivory sculptures, had a significant influence on neighboring regions, spreading its language and culture. The language has also influenced several other languages and dialects in the region due to the historical dominance of the Benin Kingdom. Today, the Bini language continues to be

a marker of identity and pride among its speakers. Efforts to preserve and promote the Bini language include its incorporation into local educational curricula and media. Festivals, traditional ceremonies, and cultural performances also play a crucial role in keeping the language vibrant and relevant in contemporary society, ensuring that it remains a living language for future generations.

The Esan language, spoken by the Esan people, is predominantly found in the central part of Edo State. The Esan people, also referred to as Ishan, have a rich cultural heritage that is closely tied to their language. Esan is known for its melodic intonation and is used in various traditional ceremonies, songs, and dances that are integral to Esan culture. The language has numerous dialects, which can vary significantly from one community to another, but mutual intelligibility is generally maintained (Osahon, 2023). This linguistic diversity reflects the deep-rooted cultural nuances within the Esan communities. The preservation of the Esan language is supported by the community's efforts to document and teach the language in schools, ensuring that younger generations can continue to speak and understand it. In addition to educational efforts, local media, including radio and television programs, broadcast in Esan, helping to keep the language in everyday use. Cultural festivals, where traditional songs, dances, and stories are performed, also play a significant role in the preservation of the Esan language. These festivals not only celebrate the language but also the broader cultural heritage of the Esan people, fostering a sense of pride and continuity among its speakers.

Owan is another significant language spoken in Edo State, primarily by the Owan people in the northern part of the state. The Owan language comprises several dialects, including Emai, Iuleha, and Ora. Each dialect has its own unique linguistic features and cultural expressions, reflecting the diverse history and traditions of the Owan people. The Owan people have a rich tradition of oral literature, including folktales, myths, and proverbs that are passed down through generations. These stories often convey important moral lessons and cultural values, playing a crucial role in the socialization of younger members of the community (Ogbeide, 2024). The language plays a crucial role in the social cohesion of Owan communities, as it is used in daily communication, traditional rituals, and community gatherings. Efforts to preserve the Owan language include local initiatives to promote its use in education and media. Schools in Owan-speaking areas often include the language in their curriculum, and local radio stations broadcast in Owan dialects. Community events and cultural festivals also provide opportunities for the use of the language, helping to ensure that it remains an integral part of Owan identity and cultural life.

The Etsako language is spoken by the Etsako people in the northern and eastern parts of Edo State. It is a complex language with several dialects, including Afenmai, Uzairue, and Auchi. Each of these dialects has distinct features, but they share a common linguistic foundation that binds the Etsako people together. Etsako is known for its rich oral traditions, including storytelling, poetry, and music. These oral traditions are not only forms of entertainment but also serve educational purposes, passing down historical

knowledge, cultural values, and societal norms (Ehimen, 2024). The language is used in various cultural festivals and religious ceremonies, which are central to the Etsako identity. These events often feature traditional music and dances, with lyrics and narratives in the Etsako language, celebrating the community's heritage. The Etsako people have a strong sense of community and place a high value on their linguistic heritage. Efforts to promote and preserve the Etsako language include the documentation of its dialects, the production of educational materials, and the use of the language in local media. Schools in Etsako-speaking areas incorporate the language into their curricula, and community leaders often advocate for its continued use and preservation.

The Okpamheri language is spoken by the Okpamheri people, primarily located in the northern part of Edo State. This language, like many others in the region, has several dialects, reflecting the diversity of its speakers (Ovbokhan, 2023). Each dialect of Okpamheri encapsulates unique linguistic traits that represent the historical and cultural experiences of its speakers. Okpamheri is integral to the cultural identity of its people, who use it in everyday communication, as well as in traditional ceremonies and cultural expressions. The language has a rich oral tradition, with stories, songs, and proverbs that convey the values and history of the Okpamheri people. These oral traditions are essential for teaching younger generations about their heritage and reinforcing communal bonds (Osagie, 2024). Preservation efforts for the Okpamheri language include community-driven projects to document the language and promote its use among younger generations through educational programs and cultural initiatives. Local schools often include

Okpamheri in their curriculum, and community leaders work to ensure that the language remains a living part of their culture. Cultural festivals, where traditional music, dance, and storytelling are performed in Okpamheri, also play a vital role in maintaining the language's relevance and vibrancy.

The Edo language holds substantial social significance in Nigeria, particularly within Edo State, where it is predominantly spoken. It serves as a crucial medium of communication, fostering a sense of community and belonging among the Edo people. The language is integral to the transmission of oral traditions, folklore, and communal histories that define the social fabric of Edo society (Edobor, 2022). Family gatherings, community meetings, and social ceremonies are often conducted in Edo, reinforcing social bonds and facilitating the intergenerational transfer of cultural knowledge and values. Furthermore, the use of the Edo language in everyday social interactions strengthens familial relationships and community ties, creating a cohesive social network. The language also plays a significant role in social stratification, as proficiency in Edo can denote one's integration into the local culture and community. Additionally, the Edo language is employed in traditional conflict resolution and mediation processes, helping to maintain social harmony. The preservation and promotion of the Edo language in schools and media not only enhances social integration but also instills a sense of pride and identity among the Edo people. Overall, the Edo language is a vital component of the social structure, promoting unity and continuity within the community.

Culturally, the Edo language is a repository of the rich heritage and traditions of the Edo people. It encapsulates the worldview, philosophies, and artistic expressions unique to Edo culture. The language is used in various cultural practices, including traditional music, dance, and festivals, such as the famous Igue festival. Proverbs, idioms, and metaphors in the Edo language convey deep cultural wisdom and ethical teachings, preserving the moral fabric of society (Edevwor, 2023). Additionally, the language is crucial for the performance of traditional rites and rituals, which are often linguistically complex and require a deep understanding of Edo vocabulary and syntax. By preserving the Edo language, the cultural identity and continuity of the Edo people are maintained, ensuring that their unique cultural heritage is not lost amidst globalization. Furthermore, the Edo language is central to storytelling, which is a key cultural activity. Through stories, myths, and legends told in Edo, the younger generation learns about their ancestors, historical events, and cultural values. The language also plays a crucial role in the culinary arts, traditional crafts, and other cultural expressions, linking the present with the past. The Edo language is, therefore, a vital tool for cultural expression and preservation.

Politically, the Edo language holds significance as a symbol of ethnic identity and autonomy within the Nigerian federal structure. In the context of Nigeria's diverse ethnic landscape, language plays a critical role in the political mobilization and representation of ethnic groups (Osaze, 2024). The Edo language is a tool for political advocacy and articulation of the interests of the Edo people. It is used in local governance, political

campaigns, and public discourse, allowing for the participation of Edo speakers in the democratic process. Furthermore, the promotion of the Edo language in education and public administration can be seen as an assertion of cultural and political rights, emphasizing the need for linguistic diversity and inclusion in national policies. The recognition and support for the Edo language in political spheres contribute to the broader discourse on minority rights and cultural preservation in Nigeria (Osarumen, 2023). Moreover, the use of Edo in legal and judicial contexts ensures that the Edo people can access justice in their language, enhancing legal inclusivity. The language also serves as a means of resistance against cultural assimilation and marginalization, empowering the Edo people to maintain their distinct political identity. Thus, the Edo language is not only a medium of communication but also a powerful symbol of political agency and cultural resilience.

Economically, the Edo language is an important asset in the local economy of Edo State and beyond. Proficiency in the Edo language can enhance business transactions and trade within the community, as it facilitates clear communication and builds trust between local traders and customers. The language is particularly significant in markets, where it is used to negotiate prices, understand customer preferences, and establish long-term business relationships. Additionally, the Edo language supports the tourism industry, as cultural tourists are often interested in authentic experiences that include local languages (Edeki, 2023). Tour guides, hospitality workers, and cultural performers who speak Edo can offer more immersive and engaging experiences to visitors, thereby

boosting the local economy. Furthermore, the promotion of the Edo language in education and media can create job opportunities for teachers, translators, and content creators. The language is also valuable in the creative industries, such as film, music, and literature, where there is a growing demand for content in indigenous languages. By investing in the preservation and promotion of the Edo language, there is potential for economic growth and development, as it supports local businesses, enhances tourism, and creates employment opportunities. In essence, the Edo language is not only a cultural treasure but also an economic asset that contributes to the prosperity of the Edo people and their region.

The Edo Kingdom's influence extends beyond its borders, leaving an indelible mark on the cultural landscape of West Africa. Contemporary efforts to preserve and promote the Edo language amidst the pressures of globalization and the dominance of English in Nigeria highlight its cultural importance. These initiatives include incorporating Edo into educational curricula, producing literature and media in the language, and using digital platforms to engage younger generations (Uniokhae, 2024). Organizations and community groups work tirelessly to document and teach the language, ensuring that it remains vibrant and relevant. Furthermore, cultural festivals and events often feature Edo language and traditions, helping to reinforce its significance among the Edo people. Such efforts underscore the importance of Edo as a living language that continues to evolve, maintaining its connection to the past while adapting to modern

contexts. The Edo language may constitute a factor impacting on leaning of English language among secondary school students.

English Language is a compulsory subject in Nigerian education. It is a necessary medium through which all other subjects are communicated. The important implications of English as a second language in Nigeria, more especially as it relates to instructional goals cannot be ignored (Arunaye, 2020). It is obvious that all those whose responsibility it is to ensure effective teaching and learning of English do not take it for granted. As a second language, English plays so many important roles in Nigeria. It is the language of communication between, and among people from different linguistic backgrounds. The English language occupies a very important position in the Nigerian education system. It is the language of instruction at all levels of the school system (primary, post-primary and tertiary institutions).

English language education in secondary schools holds profound significance in shaping students' linguistic competence and communication skills. Beyond being a mere academic subject, it serves as a cornerstone for personal and academic development. At its essence, English language education at the secondary level aims to impart a robust foundation in linguistic competence. This goes beyond rote memorization of grammatical rules; it involves a nuanced understanding of syntax, vocabulary, and language structures (Iweala, 2021). Through a curriculum that encompasses reading, writing, speaking, and listening exercises, students refine their ability to express ideas with clarity and

coherence. This not only serves them well within the classroom but also equips them with invaluable skills to enhance their academic performance.

English language education in secondary schools is fundamentally about linguistic competence. It provides students with the essential building blocks for effective communication in both spoken and written forms. Through the study of grammar, students delve into the intricate rules governing sentence structure, verb tense, subject-verb agreement, and punctuation (Akpan, 2020). By understanding these fundamental principles, students can construct coherent sentences and convey their thoughts with clarity and precision. Furthermore, the exploration of syntax and semantics enables students to discern subtle nuances in language, fostering an appreciation for the richness and versatility of English. In essence, English language education lays the groundwork for linguistic fluency, empowering students to express themselves confidently and proficiently in diverse contexts.

Beyond linguistic proficiency, English language serves as a gateway to literature and critical thinking. Through the study of literary works spanning different genres, periods, and cultural contexts, students are exposed to a kaleidoscope of human experiences, perspectives, and ideologies (Chianu, 2022). Literature becomes a lens through which students explore complex themes such as love, loss, identity, justice, and societal change. By engaging with characters, plots, and settings, students develop empathy, insight, and an appreciation for the diversity of human narratives. Moreover,

the analysis of literary texts cultivates critical thinking skills as students decipher symbolism, analyze character motivations, and evaluate thematic relevance. Through discussions, debates, and written reflections, students learn to articulate their interpretations coherently and substantiate their viewpoints with evidence from the text. Thus, English language education fosters intellectual curiosity, empathy, and cultural literacy, nurturing well-rounded individuals capable of grappling with the complexities of the human experience (Okon, 2024).

English language education is instrumental in cultivating essential communication and writing skills vital for academic and professional success. In an increasingly interconnected world driven by digital communication, the ability to articulate ideas persuasively and engage in meaningful discourse is indispensable. English language classes provide students with opportunities to hone their writing abilities across various genres, from analytical essays to creative narratives (Udoudo, 2020). Through the writing process, students learn to formulate clear and concise arguments, organize their thoughts effectively, and craft engaging narratives that resonate with audiences.

The Edo language, native to the Edo people of Nigeria, significantly influences the English language acquisition of students in senior secondary schools. This influence manifests in various ways, including phonological, syntactic, and lexical aspects of English usage among students. The Edo language, being the first language for many students, serves as the foundational linguistic system from which they transition to

English. This transition often results in phonological interference where the sound systems of Edo influence the pronunciation of English words (Osunbor, 2019). For instance, certain English phonemes that do not exist in Edo may be substituted with the closest Edo equivalents, leading to a distinctive accent. This phonological transfer can affect intelligibility and fluency, making it challenging for students to conform to the standard English pronunciation expected in academic settings.

In addition to phonological influences, the syntactic structure of Edo impacts the way students construct sentences in English. Edo language syntax often dictates the arrangement of words and phrases in ways that differ from English (Edigi, 2020). For example, Edo typically follows a Subject-Object-Verb (SOV) order, whereas English uses a Subject-Verb-Object (SVO) order. This syntactic difference can lead to errors in sentence construction, such as placing objects before verbs in English sentences. Consequently, students may produce sentences that are grammatically incorrect in English but are direct translations of their thoughts from Edo. These syntactic interferences can hinder students' writing and speaking skills, as they struggle to adapt their linguistic framework to match English norms.

Lexical interference is another significant aspect of how Edo influences English language acquisition. Students may directly translate idiomatic expressions, proverbs, and other cultural references from Edo into English, resulting in phrases that may seem odd or nonsensical to native English speakers (Agbontaen, 2021). Additionally, the limited

vocabulary in English compared to the rich and context-specific lexicon of Edo can lead to code-switching, where students insert Edo words into English sentences when they cannot find equivalent terms. This blending of languages, while enriching in a multicultural sense, can pose challenges in formal educational contexts where standard English proficiency is required. Teachers must address these lexical gaps by expanding students' English vocabulary and encouraging the use of appropriate English expressions.

The socio-cultural context in which Edo and English coexist also plays a crucial role in language acquisition. In senior secondary schools, the prestige and dominance of English as the medium of instruction and the language of examinations create a complex dynamic for Edo-speaking students. While English is seen as the key to academic and professional success, Edo remains integral to students' cultural identity and daily communication (Ayemerie, 2020). This dual linguistic environment can create a cognitive burden as students navigate between maintaining their cultural heritage and mastering a global language. Educators need to recognize this socio-cultural dimension and adopt teaching strategies that respect students' linguistic backgrounds while promoting effective English language acquisition. Strategies such as bilingual education, where both Edo and English are used as mediums of instruction, can help bridge the gap and support students in achieving bilingual proficiency.

Statement of the Problem

In contemporary times, preliminary observation has shown that the Edo language, while an essential component of cultural identity and heritage, may pose significant challenges to the acquisition of English among secondary school students. One primary obstacle may be the structural and phonological differences between Edo and English. The Edo language, with its unique sounds, intonations, and syntax, seems to contrasts sharply with the phonetic and grammatical rules of English. These linguistic discrepancies may make it difficult for students to switch seamlessly between languages, which may often lead to issues in pronunciation, grammar, and vocabulary when learning English. For instance, certain sounds in English that do not exist in Edo might be particularly hard for students to articulate correctly, resulting in a distinct accent or mispronunciation that could hinder clear communication and comprehension in an academic setting.

Moreover, common observation has shown that the pervasive use of Edo in daily life and local media may further impede students' immersion in the English language, which is crucial for mastering it. In many Edo-speaking regions, students are frequently exposed to Edo in their homes, communities, and even in schools where teachers might code-switch between the two languages. This environment may limits their opportunities to practice and internalize English, reducing their linguistic competence and confidence. Moreover, the preference for Edo in informal communication may discourage students from engaging with English outside the classroom, thus restricting their exposure to varied English vocabularies and complex sentence structures. Consequently, the

dominance of Edo in the sociocultural landscape of these students may create a barrier to achieving proficiency in English, which is essential for academic success and global communication. The researcher is worried by these phenomenon and so wishes to investigate on the influence of Edo language on English language acquisition of students in senior secondary schools in Etsako Central Local Government Area of Edo State.

Research Questions

The following research questions were raised in order to guide the study:

1. What is the influence of Edo language on spoken English among secondary school students in Etsako Central Local Government Area of Edo State?
2. What is the influence of Edo language on grammar acquisition among secondary school students in Etsako Central Local Government Area of Edo State?
3. What is the influence of Edo language on English language proficiency of senior secondary school students in Etsako Central Local Government Area of Edo State?
4. What is the influence of Edo language on vocabulary acquisition of senior secondary school students in Etsako Central Local Government Area of Edo State?

Purpose of the Study

The main purpose of the study is to investigate on the influence of Edo language on English language acquisition of students in senior secondary schools in Etsako Central Local Government Area of Edo State. The specific objectives of the study are to:

1. Find out the influence of Edo language on spoken English among secondary school students in Etsako Central Local Government Area of Edo State;
2. Examine the influence of Edo language on grammar acquisition among secondary school students in Etsako Central Local Government Area of Edo State;
3. Determine the influence of Edo language on English language proficiency of senior secondary school students in Etsako Central Local Government Area of Edo State;
4. Investigate on the influence of Edo language on vocabulary acquisition of senior secondary school students in Etsako Central Local Government Area of Edo State.

Significance of the Study

The study will benefit students, teachers, policy makers, Ministry of Education and prospective researchers. The study will benefit students because understanding the influence of their native language on English acquisition will help them develop more effective learning strategies tailored to their linguistic background.

The study will benefit teachers as it will help them consider the linguistic background of Edo-speaking students, leading to more efficient and engaging English language instruction. The study will provide teachers with valuable data and insights that can be used in professional development programmes to enhance their skills in teaching English as a second language.

The study will benefit policy makers and the Ministry of Education as it will help them see the influence of Edo language on English language acquisition of students in senior secondary schools. This will put them in a better position to make informed decisions regarding curriculum development, teaching materials, and language instruction policies that accommodate the linguistic diversity of students. The Ministry of Education can use the findings from study to formulate policies that promote inclusive and effective language education, ensuring that the educational needs of Edo-speaking students are met

The study will benefit prospective researchers as it will serve as a source of reference point to them. The study will help provide a solid foundation for further research into the influence of native languages on English acquisition, encouraging more studies in different linguistic contexts.

Scope and Delimitation of the Study

The study focuses on the influence of Edo language on English language acquisition of students in senior secondary schools in Etsako Central Local Government Area of Edo State.

The study will be delimited to students in senior secondary schools in Etsako Central Local Government Area of Edo State.

Definition of Terms

Edo Language: The Edo language is an indigenous language predominantly spoken in Edo State in southern Nigeria.

English Language: English language connotes the in-depth study of written and verbal communication in English.

Language Acquisition: Language acquisition refers to the process by which humans learn to understand, produce, and use words and sentences to communicate.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter dealt on the review of related literature. The literature reviewed was discussed under the following sub-headings:

- The Concept of Language Transfer Theory
- Concept of English Language
- Concept of Edo Language
- Significance of Edo Language
- Influence of Edo Language on Spoken English among Secondary School Students
- Influence of Edo Language on Grammar Acquisition among Secondary School Students

- Influence of Edo Language on English Language Proficiency of Senior Secondary School Students
- Influence of Edo Language on Vocabulary Acquisition of Senior Secondary School Students
- Summary of Literature Reviewed

The Concept of Language Transfer Theory

The study adopted the Language Transfer Theory propounded by Robert Lado in 2017 in analyzing the phenomenon under study. Language Transfer Theory delves into how a learner's native language influences their acquisition of a second language, offering a comprehensive framework to understand how indigenous languages affect the acquisition of English among senior secondary school students. This theory posits that the structural, phonological, and syntactical features of a student's first language significantly impact their learning process when acquiring a second language like English. In educational contexts where English serves as a second language, rather than a mother tongue, the intricacies of language transfer become particularly pertinent. Positive transfer occurs when similarities between the native language (L1) and the target language (L2) facilitate learning, such as shared phonetic patterns or vocabulary.

The theory hold out that negative transfer, or interference, arises from differences between the languages that can lead to confusion or errors in learning. For example, a student might struggle with English grammar rules that do not exist in their L1, resulting

in mistakes that reflect their native language structures. Thus, Language Transfer Theory enables educators to anticipate and address potential learning difficulties and advantages, tailoring their teaching methods accordingly to leverage positive aspects or mitigate challenges posed by language transfer.

The theory is also based on the notion that where an indigenous languages coexists with English, the dynamics of language transfer are complex and multifaceted. For instance, students whose native languages share phonetic similarities with English may find it relatively easier to master English pronunciation. Conversely, learners whose indigenous languages feature distinct phonological systems may encounter significant challenges with English sounds absent in their first language. These phonological challenges vividly illustrate negative transfer, where linguistic differences impede pronunciation and comprehension. This dual nature of language transfer underscores the importance of understanding students' specific linguistic backgrounds. Educators can capitalize on this understanding by devising phonetic drills and exercises tailored to address pronunciation challenges effectively. Additionally, recognizing these challenges allows for more empathetic and supportive teaching approaches that acknowledge the difficulty of mastering a language with contrasting phonological rules, thereby aiding students in navigating the intricacies of language acquisition more successfully.

The theory posit that the impact of language transfer extends beyond phonetics into the domains of grammar and syntax, which are pivotal facets of language acquisition.

For instance, students whose native languages share a similar sentence structure with English, such as subject-verb-object (SVO) order, may find it easier to construct sentences in English accurately. Conversely, learners whose first language follows a different grammatical pattern, such as subject-object-verb (SOV), may inadvertently apply these rules to English, resulting in grammatical errors. These errors, often viewed as mistakes, actually signify a developmental stage in the interlanguage process, where learners actively negotiate between their native and target languages. Understanding this process enables educators to offer targeted instruction, addressing specific areas of negative transfer. For example, teachers can develop exercises that highlight disparities in sentence structure, employing comparative analysis to help students internalize correct English patterns. By doing so, educators can assist students in transitioning from reliance on L1 rules to mastery of L2 structures, thereby enhancing overall language proficiency and reducing the frequency of grammatical errors.

The theory is based on the premise that the sociocultural context in which language learning occurs significantly influences the transfer process, impacting both ease of acquisition and attitudes toward learning a new language. Indigenous languages are not merely tools of communication but also repositories of cultural significance and identity for students. This cultural dimension shapes students' perceptions and engagement with the English language learning process. A positive attitude toward both their native language and English can foster a more effective learning experience, whereas negative attitudes may create resistance and impede progress. In culturally

diverse settings like Benin Metropolis, promoting an appreciation for linguistic diversity can enhance the transfer experience positively. Teachers can integrate cultural references and examples drawn from indigenous languages into English lessons, making the content more relatable and engaging for students. By acknowledging and valuing students' linguistic and cultural backgrounds, educators can cultivate a more inclusive and effective learning environment. This approach not only facilitates English language acquisition but also preserves and celebrates students' cultural heritage, promoting bilingualism and cultural awareness as integral components of their education.

The theory is relevant to the work as it help provides a comprehensive framework for understanding how indigenous languages influence English language acquisition among senior secondary school students in multicultural settings. By recognizing both positive and negative aspects of language transfer—phonological, grammatical, and cultural—educators can develop targeted teaching strategies that enhance language proficiency while honoring students' linguistic diversity and cultural identities. This approach not only supports effective language learning but also fosters a more inclusive educational environment where students feel valued and empowered in their linguistic journey.

Concept of English Language

English Language is a compulsory subject in Nigerian education. It is a necessary medium through which all other subjects are communicated. The important implications

of English as a second language in Nigeria, more especially as it relates to instructional goals cannot be ignored (Arunaye, 2020). It is obvious that all those whose responsibility it is to ensure effective teaching and learning of English do not take it for granted. As a second language, English plays so many important roles in Nigeria. It is the language of communication between, and among people from different linguistic backgrounds. The English language occupies a very important position in the Nigerian education system. It is the language of instruction at all levels of the school system (primary, post-primary and tertiary institutions).

English language education in secondary schools holds profound significance in shaping students' linguistic competence and communication skills. Beyond being a mere academic subject, it serves as a cornerstone for personal and academic development. At its essence, English language education at the secondary level aims to impart a robust foundation in linguistic competence. This goes beyond rote memorization of grammatical rules; it involves a nuanced understanding of syntax, vocabulary, and language structures (Iweala, 2021). Through a curriculum that encompasses reading, writing, speaking, and listening exercises, students refine their ability to express ideas with clarity and coherence. This not only serves them well within the classroom but also equips them with invaluable skills to enhance their academic performance.

English language education in secondary schools is fundamentally about linguistic competence. It provides students with the essential building blocks for effective

communication in both spoken and written forms. Through the study of grammar, students delve into the intricate rules governing sentence structure, verb tense, subject-verb agreement, and punctuation (Akpan, 2020). By understanding these fundamental principles, students can construct coherent sentences and convey their thoughts with clarity and precision. Furthermore, the exploration of syntax and semantics enables students to discern subtle nuances in language, fostering an appreciation for the richness and versatility of English. In essence, English language education lays the groundwork for linguistic fluency, empowering students to express themselves confidently and proficiently in diverse contexts.

Beyond linguistic proficiency, English language serves as a gateway to literature and critical thinking. Through the study of literary works spanning different genres, periods, and cultural contexts, students are exposed to a kaleidoscope of human experiences, perspectives, and ideologies (Chianu, 2022). Literature becomes a lens through which students explore complex themes such as love, loss, identity, justice, and societal change. By engaging with characters, plots, and settings, students develop empathy, insight, and an appreciation for the diversity of human narratives. Moreover, the analysis of literary texts cultivates critical thinking skills as students decipher symbolism, analyze character motivations, and evaluate thematic relevance. Through discussions, debates, and written reflections, students learn to articulate their interpretations coherently and substantiate their viewpoints with evidence from the text. Thus, English language education fosters intellectual curiosity, empathy, and cultural

literacy, nurturing well-rounded individuals capable of grappling with the complexities of the human experience (Okon, 2024).

English language education is instrumental in cultivating essential communication and writing skills vital for academic and professional success. In an increasingly interconnected world driven by digital communication, the ability to articulate ideas persuasively and engage in meaningful discourse is indispensable. English language classes provide students with opportunities to hone their writing abilities across various genres, from analytical essays to creative narratives (Udoudo, 2023). Through the writing process, students learn to formulate clear and concise arguments, organize their thoughts effectively, and craft engaging narratives that resonate with audiences.

English language education emphasizes the importance of revision, editing, and feedback, instilling in students a commitment to continuous improvement and attention to detail. Moreover, in an age dominated by digital media and information overload, digital literacy has emerged as a crucial skillset. English language education equips students with the tools to navigate the complexities of online communication, discern credible sources from misinformation, and engage critically with digital texts and multimedia content (Chinedu, 2023). By integrating technology into the curriculum, English language classes prepare students to thrive in a rapidly evolving digital landscape, where effective communication and digital fluency are indispensable assets.

English holds profound educational significance globally, serving as the predominant language of academia, science, and technology. Mastery of English opens doors to a wealth of educational resources and opportunities, particularly in countries where it is not the native language (Yusuf, 2024). Proficiency in English is crucial for accessing international educational institutions, scholarships, and collaborative research opportunities that are often conducted in English. Many of the world's most prestigious universities and research centers use English as the primary language of instruction and publication, making it essential for academic success and advancement.

Moreover, English proficiency facilitates engagement with diverse perspectives and global knowledge. It enables students to participate fully in international conferences, seminars, and academic exchanges, fostering cross-cultural understanding and collaboration (Abubakar, 2024). In essence, English serves as a critical tool for intellectual development and educational advancement in our interconnected world, empowering individuals to contribute to and benefit from global knowledge networks.

The social significance of English transcends linguistic boundaries, acting as a lingua franca that promotes communication and interaction among people from diverse cultural backgrounds. In multilingual societies, proficiency in English enhances social cohesion by enabling individuals to communicate effectively and participate fully in social, professional, and community activities. English proficiency is often associated with prestige and upward mobility, offering individuals enhanced opportunities for social

advancement and integration into global networks (Sanni, 2021). Furthermore, English plays a pivotal role in the dissemination of ideas, values, and cultural expressions through popular culture, media, and the internet. It serves as a medium for global communication, allowing individuals to engage with and contribute to global conversations on social issues, arts, and entertainment. By facilitating cross-cultural understanding and connectivity, English contributes to the enrichment of societies and promotes global citizenship.

Economically, English proficiency is a critical asset in today's globalized economy. As the language of international business, finance, and trade, English facilitates communication and collaboration across borders, enabling companies to access global markets, negotiate contracts, and forge international partnerships. Fluency in English enhances employability and career prospects, as many multinational corporations require employees who can communicate effectively in English to conduct business operations worldwide. Moreover, English-speaking countries often attract foreign investment and tourism, contributing to economic growth and development (Adefolarin, 2024). English proficiency is also crucial for entrepreneurs and small businesses seeking to expand their reach beyond local markets and tap into international opportunities. In industries such as technology, finance, and hospitality, proficiency in English is a key determinant of success and competitiveness. By enabling individuals and businesses to navigate global markets and leverage international opportunities, English drives innovation, trade, and economic prosperity on a global scale.

Politically, English serves as a language of diplomacy and international relations, facilitating dialogue and negotiations among nations on global issues such as security, human rights, and environmental sustainability (Oyebola, 2023). As the official or co-official language in many international organizations and forums, including the United Nations and the European Union, English enables diplomats and policymakers to communicate effectively and reach consensus on complex geopolitical matters. It plays a crucial role in shaping international agreements, treaties, and policies that address pressing global challenges.

Furthermore, English proficiency enhances a country's soft power and influence on the world stage, enabling it to engage in diplomatic initiatives, cultural exchanges, and global leadership roles. English-speaking countries often play key roles in mediating international conflicts, promoting peacebuilding efforts, and advancing global cooperation. By facilitating communication and understanding among diverse cultures and nations, English contributes to fostering stability, trust, and mutual respect in international relations (Olajide, 2024). In essence, English serves as a vital tool for promoting peace, security, and sustainable development in an increasingly interconnected and interdependent world.

Concept of Edo Language

The Edo language is an indigenous language predominantly spoken in Edo State in southern Nigeria. It serves as the mother tongue for the Edo people, who are

recognized for their rich cultural heritage and historical significance. The language is part of the Volta-Niger branch of the Niger-Congo language family, one of the largest and most diverse language families in Africa (Edegbe, 2020). This classification situates Edo among a wide array of languages that share certain structural and phonological characteristics. With over a million native speakers, Edo plays a vital role in Nigeria's linguistic landscape.

The Edo language is characterized by a complex tonal system, which is crucial for distinguishing meaning in spoken communication. Tones in Edo can change the meaning of words, which is a common feature among many African languages, adding a layer of linguistic complexity. Additionally, Edo boasts a flexible syntax that allows for expressive and nuanced communication (Osaigbovo, 2023). Over centuries, the language has absorbed loanwords from neighboring languages as well as from colonial languages, particularly Portuguese and English, reflecting a history marked by trade, conquest, and cultural exchange. This borrowing enriches the Edo lexicon and demonstrates the dynamic nature of the language as it adapts to changing sociopolitical environments.

Edo is not merely a means of communication but a vital repository of the people's history, customs, and beliefs. The language is instrumental in the transmission of oral traditions, folklore, and historical narratives that date back centuries. These narratives include stories about the ancient Benin Kingdom, which is famed for its sophisticated political structure and artistic achievements, particularly its bronze sculptures and

significant urban planning. Edo State, located in the southern part of Nigeria, is a linguistically rich region with a variety of languages spoken by its diverse ethnic groups. Each language reflects the unique cultural and historical heritage of its people. Some of the languages spoken in Edo state include Bini, Esan, Owan, Etsako, and Okpamheri.

The Bini language is one of the prominent language spoken by people in Edo state. The language is primarily spoken in Benin City, the state capital, and surrounding areas. Bini is rich in proverbs, folklore, and oral traditions that play a significant role in the social and cultural life of its speakers. Historically, the Bini language served as the medium of communication in the ancient Benin Kingdom, one of the most powerful pre-colonial African states known for its art, architecture, and complex political system (Oboh, 2024). This kingdom, famed for its sophisticated bronzes and ivory sculptures, had a significant influence on neighboring regions, spreading its language and culture. The language has also influenced several other languages and dialects in the region due to the historical dominance of the Benin Kingdom. Today, the Bini language continues to be a marker of identity and pride among its speakers. Efforts to preserve and promote the Bini language include its incorporation into local educational curricula and media. Festivals, traditional ceremonies, and cultural performances also play a crucial role in keeping the language vibrant and relevant in contemporary society, ensuring that it remains a living language for future generations.

The Esan language, spoken by the Esan people, is predominantly found in the central part of Edo State. The Esan people, also referred to as Ishan, have a rich cultural heritage that is closely tied to their language. Esan is known for its melodic intonation and is used in various traditional ceremonies, songs, and dances that are integral to Esan culture. The language has numerous dialects, which can vary significantly from one community to another, but mutual intelligibility is generally maintained (Osahon, 2023). This linguistic diversity reflects the deep-rooted cultural nuances within the Esan communities. The preservation of the Esan language is supported by the community's efforts to document and teach the language in schools, ensuring that younger generations can continue to speak and understand it. In addition to educational efforts, local media, including radio and television programs, broadcast in Esan, helping to keep the language in everyday use. Cultural festivals, where traditional songs, dances, and stories are performed, also play a significant role in the preservation of the Esan language. These festivals not only celebrate the language but also the broader cultural heritage of the Esan people, fostering a sense of pride and continuity among its speakers.

Owan is another significant language spoken in Edo State, primarily by the Owan people in the northern part of the state. The Owan language comprises several dialects, including Emai, Iuleha, and Ora. Each dialect has its own unique linguistic features and cultural expressions, reflecting the diverse history and traditions of the Owan people. The Owan people have a rich tradition of oral literature, including folktales, myths, and proverbs that are passed down through generations. These stories often convey important

moral lessons and cultural values, playing a crucial role in the socialization of younger members of the community (Ogbeide, 2024). The language plays a crucial role in the social cohesion of Owan communities, as it is used in daily communication, traditional rituals, and community gatherings. Efforts to preserve the Owan language include local initiatives to promote its use in education and media. Schools in Owan-speaking areas often include the language in their curriculum, and local radio stations broadcast in Owan dialects. Community events and cultural festivals also provide opportunities for the use of the language, helping to ensure that it remains an integral part of Owan identity and cultural life.

The Etsako language is spoken by the Etsako people in the northern and eastern parts of Edo State. It is a complex language with several dialects, including Afenmai, Uzairue, and Auchi. Each of these dialects has distinct features, but they share a common linguistic foundation that binds the Etsako people together. Etsako is known for its rich oral traditions, including storytelling, poetry, and music. These oral traditions are not only forms of entertainment but also serve educational purposes, passing down historical knowledge, cultural values, and societal norms (Ehimen, 2024). The language is used in various cultural festivals and religious ceremonies, which are central to the Etsako identity. These events often feature traditional music and dances, with lyrics and narratives in the Etsako language, celebrating the community's heritage. The Etsako people have a strong sense of community and place a high value on their linguistic heritage. Efforts to promote and preserve the Etsako language include the documentation

of its dialects, the production of educational materials, and the use of the language in local media. Schools in Etsako-speaking areas incorporate the language into their curricula, and community leaders often advocate for its continued use and preservation.

The Okpamheri language is spoken by the Okpamheri people, primarily located in the northern part of Edo State. This language, like many others in the region, has several dialects, reflecting the diversity of its speakers (Ovbokhan, 2023). Each dialect of Okpamheri encapsulates unique linguistic traits that represent the historical and cultural experiences of its speakers. Okpamheri is integral to the cultural identity of its people, who use it in everyday communication, as well as in traditional ceremonies and cultural expressions. The language has a rich oral tradition, with stories, songs, and proverbs that convey the values and history of the Okpamheri people. These oral traditions are essential for teaching younger generations about their heritage and reinforcing communal bonds (Osagie, 2024). Preservation efforts for the Okpamheri language include community-driven projects to document the language and promote its use among younger generations through educational programs and cultural initiatives. Local schools often include Okpamheri in their curriculum, and community leaders work to ensure that the language remains a living part of their culture. Cultural festivals, where traditional music, dance, and storytelling are performed in Okpamheri, also play a vital role in maintaining the language's relevance and vibrancy.

Significance of Edo Language

The Edo language holds substantial social significance in Nigeria, particularly within Edo State, where it is predominantly spoken. It serves as a crucial medium of communication, fostering a sense of community and belonging among the Edo people. The language is integral to the transmission of oral traditions, folklore, and communal histories that define the social fabric of Edo society (Edobor, 2022). Family gatherings, community meetings, and social ceremonies are often conducted in Edo, reinforcing social bonds and facilitating the intergenerational transfer of cultural knowledge and values. Furthermore, the use of the Edo language in everyday social interactions strengthens familial relationships and community ties, creating a cohesive social network. The language also plays a significant role in social stratification, as proficiency in Edo can denote one's integration into the local culture and community. Additionally, the Edo language is employed in traditional conflict resolution and mediation processes, helping to maintain social harmony. The preservation and promotion of the Edo language in schools and media not only enhances social integration but also instills a sense of pride and identity among the Edo people. Overall, the Edo language is a vital component of the social structure, promoting unity and continuity within the community.

Culturally, the Edo language is a repository of the rich heritage and traditions of the Edo people. It encapsulates the worldview, philosophies, and artistic expressions unique to Edo culture. The language is used in various cultural practices, including traditional music, dance, and festivals, such as the famous Igue festival. Proverbs, idioms, and metaphors in the Edo language convey deep cultural wisdom and ethical teachings,

preserving the moral fabric of society (Edevwor, 2023). Additionally, the language is crucial for the performance of traditional rites and rituals, which are often linguistically complex and require a deep understanding of Edo vocabulary and syntax. By preserving the Edo language, the cultural identity and continuity of the Edo people are maintained, ensuring that their unique cultural heritage is not lost amidst globalization. Furthermore, the Edo language is central to storytelling, which is a key cultural activity. Through stories, myths, and legends told in Edo, the younger generation learns about their ancestors, historical events, and cultural values. The language also plays a crucial role in the culinary arts, traditional crafts, and other cultural expressions, linking the present with the past. The Edo language is, therefore, a vital tool for cultural expression and preservation.

Politically, the Edo language holds significance as a symbol of ethnic identity and autonomy within the Nigerian federal structure. In the context of Nigeria's diverse ethnic landscape, language plays a critical role in the political mobilization and representation of ethnic groups (Osaze, 2024). The Edo language is a tool for political advocacy and articulation of the interests of the Edo people. It is used in local governance, political campaigns, and public discourse, allowing for the participation of Edo speakers in the democratic process. Furthermore, the promotion of the Edo language in education and public administration can be seen as an assertion of cultural and political rights, emphasizing the need for linguistic diversity and inclusion in national policies. The recognition and support for the Edo language in political spheres contribute to the

broader discourse on minority rights and cultural preservation in Nigeria (Osarumen, 2023). Moreover, the use of Edo in legal and judicial contexts ensures that the Edo people can access justice in their language, enhancing legal inclusivity. The language also serves as a means of resistance against cultural assimilation and marginalization, empowering the Edo people to maintain their distinct political identity. Thus, the Edo language is not only a medium of communication but also a powerful symbol of political agency and cultural resilience.

Economically, the Edo language is an important asset in the local economy of Edo State and beyond. Proficiency in the Edo language can enhance business transactions and trade within the community, as it facilitates clear communication and builds trust between local traders and customers. The language is particularly significant in markets, where it is used to negotiate prices, understand customer preferences, and establish long-term business relationships. Additionally, the Edo language supports the tourism industry, as cultural tourists are often interested in authentic experiences that include local languages (Edeki, 2023). Tour guides, hospitality workers, and cultural performers who speak Edo can offer more immersive and engaging experiences to visitors, thereby boosting the local economy. Furthermore, the promotion of the Edo language in education and media can create job opportunities for teachers, translators, and content creators. The language is also valuable in the creative industries, such as film, music, and literature, where there is a growing demand for content in indigenous languages. By investing in the preservation and promotion of the Edo language, there is potential for

economic growth and development, as it supports local businesses, enhances tourism, and creates employment opportunities. In essence, the Edo language is not only a cultural treasure but also an economic asset that contributes to the prosperity of the Edo people and their region.

Influence of Edo Language on Spoken English among Secondary School Students

The influence of the Edo language on spoken English among secondary school students in the Edo State of Nigeria is a fascinating area of linguistic study, reflecting the complex interplay between indigenous languages and colonial languages. The Edo language, which is the mother tongue of the Edo people, plays a crucial role in shaping the phonological, syntactic, and semantic aspects of English spoken by students (Akinpelu, 2024). Phonologically, students often carry over certain sounds and intonations from Edo to English, which can lead to distinctive pronunciation patterns. For instance, the Edo language lacks some of the vowel and consonant sounds found in English, leading students to substitute similar sounds from their native language. This can result in English words being pronounced with an Edo accent, making them easily identifiable to native speakers of both languages. Additionally, intonation patterns, stress, and rhythm from Edo are often transferred to English speech, which can influence the natural flow and comprehensibility of spoken English. The impact of these phonological transfers highlights the need for targeted phonetic instruction in schools to help students achieve more native-like pronunciation.

Syntactically, the structure of sentences in Edo can influence how students construct sentences in English. Edo language syntax often differs significantly from English, particularly in terms of word order and the use of tenses. In Edo, the subject-object-verb (SOV) order is common, whereas English typically follows a subject-verb-object (SVO) order (Ojedokun, 2022). This syntactic transfer can lead to errors or non-standard constructions in English. For example, a student might say "She the book read" instead of "She read the book." Additionally, the use of tenses in Edo, which may be more aspect-based rather than strictly tense-based as in English, can lead to confusion and incorrect verb forms in spoken English. Furthermore, the influence of Edo syntax can extend to the use of auxiliary verbs, negation, and question formation in English, resulting in unique but grammatically incorrect sentence structures. Understanding these syntactic influences is crucial for educators to develop effective teaching strategies that address these specific challenges.

Semantically, the direct translation of idiomatic expressions and cultural references from Edo to English can lead to misunderstandings and communication barriers. The rich cultural context embedded in the Edo language includes idioms, proverbs, and expressions that do not have direct equivalents in English. When students attempt to translate these expressions directly, the meaning can be lost or distorted (Salau, 2024). For example, an Edo idiom might convey a complex cultural concept succinctly, but when translated into English, it may seem confusing or nonsensical. This semantic interference highlights the importance of cultural competence and awareness in language

learning. Moreover, the deep-seated cultural values and worldview expressed in the Edo language can shape students' perceptions and expressions in English, often resulting in unique semantic blends that reflect their bilingual identity. These semantic nuances necessitate a culturally sensitive approach to language teaching that appreciates and incorporates students' linguistic backgrounds.

Furthermore, the influence of Edo on spoken English is also shaped by the socio-linguistic environment in which students find themselves. In many secondary schools in Edo State, English is the medium of instruction, yet students often use Edo in informal settings, such as at home or with peers. This constant switching between languages, known as code-switching, can reinforce the influence of Edo on English. While code-switching can be a valuable skill, it can also lead to mixed linguistic patterns where elements of both languages are interwoven in speech (Lawal, 2024). Educators need to recognize this phenomenon and provide targeted support to help students navigate between languages effectively, ensuring that their spoken English proficiency is not adversely affected by their mother tongue. Additionally, the socio-linguistic context includes the attitudes and perceptions of both students and teachers towards the Edo language and English, which can significantly impact students' language learning experiences and outcomes. Promoting a balanced and positive view of both languages can enhance students' linguistic abilities and cultural appreciation.

Another crucial aspect to consider is the role of educational policies and curriculum design in addressing the influence of the Edo language on spoken English. The Nigerian education system must integrate a bilingual approach that respects and utilizes students' mother tongues while promoting proficiency in English. Curriculum designers can incorporate Edo language lessons that emphasize the differences and similarities between Edo and English, helping students understand how to navigate both languages effectively (Ezeani, 2023). Training teachers to be aware of linguistic transfer issues and providing them with strategies to address these in the classroom is also essential. By fostering an environment that values both languages, students can develop a deeper understanding and appreciation of their linguistic heritage while achieving greater fluency in English.

Community involvement and parental support play significant roles in shaping students' language use and proficiency. Parents who actively encourage the use of both Edo and English at home can help reinforce the skills learned in school. Community programs that celebrate Edo language and culture, while also emphasizing the importance of English proficiency, can provide a supportive environment for students. Such programmes can include cultural events, language workshops, and extracurricular activities that promote bilingualism. By creating a holistic support system involving schools, families, and the community, students can thrive in both languages, leading to better academic outcomes and more effective communication skills (Babalola, 2021).

This comprehensive approach ensures that the influence of the Edo language on spoken English is managed positively, enhancing students' overall linguistic competence.

Influence of Edo Language on Grammar Acquisition among Secondary School Students

The Edo language, with its unique grammatical structure and syntax, significantly influences the way secondary school students acquire English grammar (Ikwuni, 2024). Being a native language, Edo provides a foundational linguistic framework that shapes students' perceptions and learning processes when they encounter English. For instance, Edo's sentence structure often follows a Subject-Verb-Object (SVO) pattern similar to English, which can facilitate the transition for students when learning basic English grammar. However, there are notable differences in how tense, aspect, and modality are expressed in Edo and English. While English relies heavily on auxiliary verbs to indicate tense, Edo often uses distinct verb forms or particles. This discrepancy can lead to confusion and frequent errors in English grammar usage among students. Moreover, the concept of articles (a, an, the) in English, which are absent in Edo, presents an additional challenge, as students might omit these critical components in their English sentences. The influence of Edo's inherent grammatical rules on English learning demonstrates the importance of understanding and addressing the linguistic background of students to improve their proficiency in a second language.

The phonological differences between Edo and English further impact students' grammatical acquisition. Edo's tonal nature, which significantly affects meaning, influences how students pronounce and intonate English words and sentences. These phonological characteristics often cause students to apply Edo intonation rules to English, leading to non-standard stress patterns and rhythm in spoken English (Iziegbe, 2022). This can be particularly problematic in English, where intonation can change the meaning of a sentence, especially in questions and emphatic statements. For example, rising intonation at the end of a question in English might be replaced by a flat tone, causing confusion. Consequently, students may struggle with understanding and producing grammatically correct sentences that convey the intended meaning. This mismatch in intonation patterns not only affects comprehension but also the students' ability to communicate effectively in English. Teachers need to be aware of these phonological influences and incorporate intonation and pronunciation exercises into their lessons to help students overcome these challenges.

Another critical factor is the role of code-switching and code-mixing in the classroom. Bilingual students who speak both Edo and English often switch between the two languages, either consciously or subconsciously, during communication. While this linguistic flexibility can be beneficial in some contexts, it also leads to grammatical interference. For instance, students might insert Edo grammatical structures into their English sentences, resulting in non-standard syntax and grammar (Ukeje, 2024). This interference is evident in various areas, such as verb conjugation, noun-adjective

agreement, and the use of prepositions. For example, a student might use an Edo verb tense in place of the correct English auxiliary verb, or mix up the order of adjectives and nouns. These grammatical errors can hinder their academic performance and overall language development. Teachers must recognize these tendencies and develop targeted strategies to address and mitigate the effects of code-switching on grammar acquisition, such as explicit grammar instruction and practice in both languages.

Cultural and contextual factors also play a crucial role in the influence of the Edo language on English grammar acquisition. The cultural context in which language learning occurs affects students' attitudes, motivation, and exposure to English. In regions where Edo is predominantly spoken, students may have limited opportunities to practice English outside the classroom, which can impede the reinforcement of English grammatical rules (Sogbama, 2023). Additionally, cultural norms and values embedded in the Edo language and communication styles influence how students use English grammar pragmatically. For instance, the ways in which politeness and respect are expressed in Edo may differ from those in English, affecting students' understanding and use of grammatical structures related to formality. These cultural nuances can lead to misunderstandings and incorrect usage of English grammar in social interactions. To enhance students' grammar acquisition, educators should incorporate cultural awareness into their teaching, providing contextual examples that bridge the gap between Edo and English linguistic and cultural practices. This holistic approach can foster better grammatical competence and overall proficiency in English.

In addition to these linguistic and cultural influences, the educational environment plays a pivotal role in shaping how Edo-speaking students acquire English grammar. The quality of English language instruction, the availability of resources, and the training of teachers in handling bilingual students are crucial factors. In many cases, teachers may not be adequately equipped to address the specific needs of students who are transitioning from Edo to English, leading to gaps in learning (Tuoyo, 2024). Furthermore, the curriculum might not be designed to consider the linguistic background of Edo-speaking students, making it difficult for them to connect new grammatical concepts to their existing knowledge. Incorporating bilingual education strategies and providing professional development for teachers can significantly improve the learning outcomes for these students. By creating a supportive and resource-rich environment, educators can help students navigate the complexities of learning English grammar while respecting and valuing their native language.

The psychological aspect of language learning cannot be overlooked. Students' self-esteem, confidence, and anxiety levels play a critical role in their ability to acquire new grammatical structures in a second language. For Edo-speaking students, the fear of making mistakes or being ridiculed for their accents or grammatical errors can hinder their willingness to participate in English language activities (Dieberuo, 2024). This anxiety can be compounded by the perception that English is a superior language, leading to a diminished sense of pride in their native Edo language. To counteract this, it is essential to create an inclusive and encouraging classroom atmosphere where mistakes

are seen as part of the learning process. Celebrating linguistic diversity and encouraging peer support can help students build confidence and reduce anxiety, facilitating a more effective acquisition of English grammar. By addressing these psychological factors, educators can support Edo-speaking students in becoming proficient and confident users of both languages.

Influence of Edo Language on English Language Proficiency of Senior Secondary School Students

The influence of the Edo language on English language proficiency among senior secondary school students is a multifaceted phenomenon that encompasses linguistic, cultural, and educational dimensions. Edo, being the native language for many students in the region, significantly impacts their acquisition and usage of English (Nabofa, 2024). One primary aspect is the interference of Edo language structures with English grammar and syntax. Edo language has unique grammatical rules and sentence structures that differ from English. For instance, Edo tends to use more subject-verb-object (SVO) constructions, but with different word order and use of articles compared to English. When students attempt to translate thoughts directly from Edo to English, they often produce sentences that reflect Edo grammar, leading to errors in word order, verb conjugation, and article usage. This interference can make it challenging for students to achieve fluency and grammatical accuracy in English. Moreover, the lack of direct equivalents for certain English grammatical structures in Edo can result in incomplete or awkward English expressions, further complicating students' ability to convey ideas

effectively. Addressing these grammatical challenges requires explicit instruction and practice in English grammar, focusing on areas where Edo interference is most pronounced.

Phonological differences between Edo and English also play a crucial role in shaping students' English proficiency. Edo has distinct phonemes and intonation patterns that are not present in English. This phonological disparity can lead to pronunciation difficulties for Edo-speaking students. For instance, certain English sounds, such as the "th" sound, may not exist in Edo, causing students to substitute them with the closest Edo equivalents, which can affect intelligibility. Additionally, vowel and consonant sounds that are unique to English can be difficult for Edo speakers to produce accurately (Igueye, 2022). Furthermore, the stress and intonation patterns of Edo can influence how students stress syllables and sentences in English, potentially leading to misunderstandings and miscommunications. These pronunciation challenges underscore the need for targeted phonetic training to help students distinguish and produce English sounds accurately. Such training could involve phonetic drills, listening exercises, and the use of technology to provide auditory feedback, all of which can help students develop more native-like pronunciation.

Cultural context also influences how Edo-speaking students engage with the English language. Language is deeply intertwined with culture, and the cultural norms and values embedded in Edo society can affect students' approach to learning English.

For example, Edo culture places a high value on respect and hierarchy, which may influence how students interact with teachers and peers in an English-speaking classroom. This cultural context can either facilitate or hinder language learning depending on how well the educational environment aligns with students' cultural expectations (Maduabuchi, 2024). Additionally, students may face a cultural identity conflict when using English, as they navigate between their native cultural identity and the cultural implications of speaking English, which is often associated with modernity and global connectivity. The pressure to conform to English-speaking norms can sometimes cause students to feel disconnected from their cultural roots, impacting their motivation and confidence in using the language. Incorporating aspects of Edo culture into English language instruction can help students feel more comfortable and connected, thereby enhancing their learning experience.

The educational system and teaching methodologies employed in teaching English to Edo-speaking students significantly impact their language proficiency. The availability of resources, teacher proficiency in English, and the pedagogical approaches used in classrooms can either enhance or impede students' learning experiences. In many cases, schools in Edo-speaking regions may lack adequately trained English teachers and sufficient instructional materials, which can limit students' exposure to high-quality English language input (Egbede, 2023). Moreover, teaching methodologies that do not consider the linguistic background of Edo-speaking students may fail to address their specific learning needs. Effective bilingual education programs that integrate Edo and

English instruction, along with culturally responsive teaching practices, can provide a more supportive learning environment and promote better English language outcomes for senior secondary school students. Such programs can include the use of bilingual texts, culturally relevant examples, and instructional strategies that bridge the gap between Edo and English, thereby facilitating more effective language acquisition.

The sociolinguistic environment in which Edo-speaking students are immersed also significantly affects their proficiency in English. In many Edo-speaking communities, English may primarily be used in formal settings such as schools and official communications, while Edo is used at home and in informal community interactions. This limited exposure to English in everyday contexts can restrict students' opportunities to practice and reinforce their English language skills outside the classroom (Ige, 2024). Furthermore, societal attitudes towards English and Edo can shape students' perceptions and motivation. If English is viewed as a language of higher status and opportunity, students may feel pressured to prioritize English learning over their native language, leading to potential language attrition of Edo. On the other hand, strong community pride in the Edo language and culture can foster a positive bilingual environment where students feel equally valued for their proficiency in both languages.

Technology and media also play a pivotal role in shaping English language proficiency among Edo-speaking students. The increasing accessibility of digital media, including television, social media, and online educational resources, offers students

additional platforms to engage with English. Exposure to English through popular media can enhance listening and comprehension skills, introduce new vocabulary, and provide models of native-like pronunciation and usage (Usiobaifo, 2024). Educational technology, such as language learning apps and online courses, can offer personalized and interactive language practice tailored to individual learning needs. However, the effectiveness of these technological tools depends on the availability of digital infrastructure and the digital literacy of both students and teachers. Ensuring equitable access to technology and integrating digital tools into the curriculum can significantly bolster English language learning, providing Edo-speaking students with the resources they need to succeed in a globalized world.

The influence of the Edo language on English language proficiency among senior secondary school students is a complex interplay of linguistic, phonological, cultural, and educational factors. Addressing the challenges and leveraging the strengths associated with this linguistic background requires a comprehensive approach that includes targeted phonetic training, culturally responsive teaching practices, and improved educational resources and methodologies. By understanding and addressing these factors, educators can better support Edo-speaking students in achieving proficiency in English, ultimately enhancing their academic and communicative success (Tanko, 2022). This holistic approach not only helps students overcome linguistic barriers but also fosters a more inclusive and effective educational environment that respects and values their linguistic and cultural heritage.

Influence of Edo Language on Vocabulary Acquisition of Senior Secondary School Students

The influence of the Edo language on the vocabulary acquisition of senior secondary school students in the region is deeply intricate, encompassing linguistic, cultural, and educational dimensions. As the mother tongue for many students, Edo serves as the fundamental linguistic scaffold that shapes their initial understanding of language structure and semantics (Bello, 2024). This early exposure lays a crucial foundation upon which students build their proficiency in English vocabulary. The cognitive processes involved in acquiring a second language like English are often influenced by the structures and lexicon of one's first language. For Edo-speaking students, the syntactic and morphological characteristics of Edo can significantly shape their approach to learning English vocabulary. Concepts and semantic fields richly developed in Edo can provide a robust framework for understanding similar concepts in English, facilitating smoother transitions and deeper comprehension. For example, the complex tonal system in Edo may enhance students' sensitivity to nuances in pronunciation and meaning in English, which can aid in vocabulary acquisition and pronunciation accuracy.

Furthermore, the socio-linguistic environment in which students operate plays a pivotal role in their vocabulary acquisition. Edo's prevalence in daily communication, both at home and within the community, fosters a context where code-switching and code-mixing are common. This bilingual or multilingual environment enhances cognitive

flexibility, which is advantageous for language learning. However, it also presents challenges, such as interference from the first language. Students may face difficulties in directly translating idiomatic expressions or syntactic structures from Edo to English, leading to errors or misunderstandings in vocabulary usage (Tijani, 2024). Educational settings that recognize this bilingual competence can leverage it positively by encouraging students to reflect on the similarities and differences between Edo and English, thereby promoting a deeper understanding of both languages.

In addition to linguistic factors, educational strategies employed by schools can significantly influence how Edo impacts English vocabulary acquisition. Pedagogical approaches that recognize and integrate students' linguistic backgrounds are particularly effective. For instance, bilingual education techniques that utilize Edo to explain new English vocabulary can help students draw parallels and understand nuances more effectively. Conversely, educational systems that strictly enforce English-only instruction without acknowledging students' first language proficiency may create a disconnect (Ahmed, 2022). Students could struggle to grasp complex English vocabulary without the supportive bridge of their mother tongue. Therefore, an inclusive approach that validates and incorporates Edo language proficiency can enhance vocabulary acquisition in English among senior secondary school students. Schools can also employ strategies such as contextual learning, where students learn English vocabulary in the context of their daily experiences and cultural references, which can make the learning process more meaningful and effective.

The cultural context tied to the Edo language profoundly influences students' motivation and attitudes toward learning English vocabulary. Cultural pride associated with Edo heritage and language can either positively or negatively affect students' engagement with English. A strong cultural identity can boost confidence and provide a secure base from which students explore a new language (Ayeni, 2023). Conversely, if there's a perceived cultural or linguistic hierarchy where English is viewed as superior, it may lead to resistance or anxiety in acquiring English vocabulary. Educational initiatives that celebrate bilingualism and present English learning as an additive rather than a subtractive process can foster a more positive attitude among students. By embracing and valuing the Edo language alongside English, schools can create a supportive environment that enhances vocabulary acquisition and overall language proficiency among senior secondary school students. This approach not only enriches students' linguistic skills but also fosters a deeper appreciation for cultural diversity and multilingualism within the educational framework.

Moreover, the role of family and community in supporting language acquisition cannot be overstated. In many Edo-speaking communities, family members, especially elders, play a crucial role in transmitting cultural knowledge and language skills to younger generations. The use of Edo language within family contexts provides students with practical exposure to a rich vocabulary and nuanced expressions that may not always be readily accessible in formal educational settings (Nwokolo, 2022). This intergenerational transmission strengthens students' linguistic abilities and reinforces the

importance of preserving cultural heritage through language. Furthermore, community events, such as festivals and gatherings, often incorporate the use of Edo language, offering students opportunities to interact in culturally relevant contexts where vocabulary acquisition becomes intertwined with cultural identity and community belonging.

Additionally, the digital age has introduced new dynamics to language learning and vocabulary acquisition among Edo-speaking students. Online platforms, social media, and digital content in Edo language provide students with alternative sources for expanding their vocabulary beyond traditional educational resources. Access to digital tools allows students to engage with language in interactive and multimedia formats, which can enhance retention and understanding of vocabulary in both Edo and English (Madumere, 2024). Educators can leverage these digital resources to create blended learning environments that cater to diverse learning styles and preferences among students. By integrating digital literacy with language education, schools can empower students to navigate and utilize language resources effectively, thereby promoting continuous vocabulary growth and language proficiency development in both Edo and English contexts.

Summary of Literature Reviewed

The literature reviewed critically examined the concept of English language. As seen from the reviewed of literature, English language connotes the in-depth study of

written and verbal communication in English. This was followed by the concept of Edo language. It could be seen from the reviewed of literature that the Edo language is an indigenous language predominantly spoken in Edo State in southern Nigeria.

The literature reviewed also examined significance of Edo language. The reviewed of literature revealed that the Edo language serves as a crucial medium of communication, fostering a sense of community and belonging among the Edo people. The language is integral to the transmission of oral traditions, folklore, and communal histories that define the social fabric of Edo society.

The literature reviewed further examined influence of Edo language on spoken English and grammar acquisition among secondary school students. It could be seen from the reviewed of literature that the Edo language, which is the mother tongue of the Edo people, plays a crucial role in shaping the phonological, syntactic, and semantic aspects of English spoken by students. It was seen that the Edo language, with its unique grammatical structure and syntax, significantly influences the way secondary school students acquire English grammar.

The reviewed of literature was concluded with an examination on influence of Edo language on English language proficiency and vocabulary acquisition of senior secondary school students. The reviewed of literature indicated that the lack of direct equivalents for certain English grammatical structures in Edo can result in incomplete or awkward English expressions, further complicating students' ability to convey ideas

effectively. It could also be seen that Edo language serve as the fundamental linguistic scaffold that shapes their initial understanding of language structure and semantics.

CHAPTER THREE

METHODOLOGY

This chapter describes the methods and procedures that was used in conducting this research. It will be discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

Research Design

The research design adopted for this study is the descriptive survey research design. The descriptive survey design involves observing and collecting data on a given topic without manipulating variables. This design is considered suitable for this study as it helped to collect data to investigate the influence of Edo language on English language acquisition of students in senior secondary schools in Etsako Central Local Government Area of Edo State.

Population of Study

The population for this study consisted the 4,027 public senior secondary school students in the twenty (20) public senior secondary schools in Etsako Central Local Government Area of Edo State. (Source: Ministry of Education, Edo State, 2024).

Sample and Sampling Techniques

The sample size for the study was made up of one hundred (100) students which were randomly selected from five (5) schools in the local government. With the aid of the simple random sampling technique, twenty (20) students each were randomly selected from the five secondary schools in the local government, thus making a total sample size of one hundred (100) respondents.

Research Instrument

The instrument used for the data collection was a structured questionnaire titled "Influence of Edo Language on English Language Acquisition of Students Questionnaire (IELELASQ)". The questionnaire was divided into two parts, section A and section B. Section A focused on the demographic personal data of the respondents while section B entailed information designed to elicit information from the respondents on the influence of Edo language on English language acquisition of students in senior secondary schools.

Validity of the Instrument

The questionnaire for the study was presented to the project supervisor to confirm for content validity. Corrections made by the supervisor was incorporated into the final draft of the work before administration to respondents in their respective schools.

Reliability of the Instrument

The test re-test method was used to determine the reliability of the instrument. The questionnaire was administered to a group of twenty (20) respondents which did not constitute part of the study. The instruments were given to the students to fill and the data gathered was analyzed using Pearson's Product Moment Correlation Coefficient. A reliability coefficient of 0.87 was obtained, indicating that the instrument is reliable for the study.

Method of Data Collection

The researcher self-administered the questionnaire to the respondents. She explained to them how to fill it. Immediately it was filled, the questionnaire was retrieved on the spot.

Method of Data Analysis

In analyzing the data, the research made use of frequency count and percentages to compute the findings from the research. The research questions for the study were analyzed using the frequency count and percentages.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter presents the analysis of data and the presentation of results. The data are presented in tables and are arranged according to the order of the research questions raised in the study.

Research Question 1: What is the influence of Edo language on spoken English among secondary school students in Etsako Central Local Government Area of Edo State?

Table 1: Distribution of Responses on the Influence of Edo Language on Spoken English among Secondary School Students

S/N	Items	Total No of respondents	True	False	Remarks
1.	Edo language phonology can influence how students pronounce English words	100	91%	9%	Agreed
2.	The use of Edo language can lead to unique accent features or mispronunciations among students	100	68%	32%	Agreed
3.	Students might substitute English words with Edo equivalents when they cannot recall the correct English term	100	71%	29%	Agreed
4.	The syntactic patterns of Edo language may affect the way students construct sentences in English	100	83%	17%	Agreed
5.	The use of Edo language may cause students to apply similar tonal patterns in their English speech, affecting intonation and stress	100	97%	3%	Agreed

Table 1 reveals the following interpretations based on the responses gathered from the sampled respondents regarding the influence of Edo language on English pronunciation among students. Under item 1, 91% of the respondents agreed that Edo language phonology can influence how students pronounce English words, while 9% disagreed. For item 2, 68% agreed that the use of Edo language can lead to unique accent features or mispronunciations among students, with 32% holding a contrary view. Under item 3, 71% agreed that students might substitute English words with Edo equivalents when they cannot recall the correct English term, while 29% disagreed. In item 4, 83% agreed that the syntactic patterns of Edo language may affect how students construct sentences in English, whereas 17% disagreed. Lastly, under item 5, 97% agreed that the use of Edo language may cause students to apply similar tonal patterns in their English speech, affecting intonation and stress, with only 3% disagreeing.

The analysis of data in the above table therefore implies that there is a significant influence of Edo language on spoken English among secondary school students in Etsako Central Local Government Area of Edo State.

Research Question 2: What is the influence of Edo language on grammar acquisition among secondary school students in Etsako Central Local Government Area of Edo State?

Table 2: Distribution of Responses on the Influence of Edo Language on Grammar Acquisition among Secondary School Students

S/N	Items	Total No of respondents	True	False	Remarks
6.	The sentence structure in Edo language may lead to incorrect word order when students construct sentences in English	100	87%	13%	Agreed
7.	Edo language may lack certain tense distinctions found in English, causing students to misuse tenses when speaking or writing in English	100	92%	8%	Agreed
8.	Edo language may have different rules for pronoun use, leading to errors in subject-verb agreement in English	100	77%	23%	Agreed
9.	Students might mix Edo and English words within sentences, which can disrupt proper grammar and language flow in English	100	89%	11%	Agreed
10.	Literal translation from Edo to English can result in grammatical errors because of differences in syntax and idiomatic expressions	100	73%	27%	Agreed

Table 2 presents interpretations based on responses regarding the impact of Edo language on English sentence construction among students. Under item 1, 87% of the respondents

agreed that the sentence structure in Edo language may lead to incorrect word order when students construct sentences in English, while 13% disagreed. For item 2, 92% agreed that Edo language may lack certain tense distinctions found in English, causing students to misuse tenses in their speaking or writing, with only 8% holding a contrary view. Under item 3, 77% agreed that Edo language may have different rules for pronoun use, leading to errors in subject-verb agreement in English, while 23% disagreed. In item 4, 89% agreed that students might mix Edo and English words within sentences, disrupting proper grammar and language flow in English, with 11% dissenting. Finally, under item 5, 73% agreed that literal translation from Edo to English can result in grammatical errors due to differences in syntax and idiomatic expressions, whereas 27% disagreed.

The analysis of data in the above therefore implies that there is a significant influence of Edo language on grammar acquisition among secondary school students in Etsako Central Local Government Area of Edo State.

Research Question 3: What is the influence of Edo language on English language proficiency of senior secondary school students in Etsako Central Local Government Area of Edo State?

Table 3: Distribution of Responses on the Influence of Edo Language on English Language Proficiency of Senior Secondary School Students

S/N	Items	Total No of respondents	True	False	Remarks
11.	Students might struggle with expressing ideas in English that are deeply rooted in Edo culture	100	96%	4%	Agreed
12.	The use of Edo language may lead to use of non-standard English expressions among students	100	92%	8%	Agreed
13.	Regular use of Edo language by students may limit their vocabulary and fluency in English	100	84%	16%	Agreed
14.	The use of Edo language among students may lead to wrong verb conjugations or sentence formations	100	88%	12%	Agreed
15.	The use of Edo language might affect how students organize their thoughts and ideas when writing in English	100	94%	6%	Agreed

Table 3 provides interpretations based on responses regarding the influence of Edo language on students' English expression and writing. Under item 1, 96% of the respondents agreed that students might struggle with expressing ideas in English that are deeply rooted in Edo culture, while only 4% disagreed. For item 2, 92% agreed that the

use of Edo language may lead to non-standard English expressions among students, with 8% holding a contrary view. Under item 3, 84% agreed that regular use of Edo language by students may limit their vocabulary and fluency in English, while 16% disagreed. In item 4, 88% agreed that the use of Edo language among students may lead to incorrect verb conjugations or sentence formations, with 12% dissenting. Finally, under item 5, 94% agreed that the use of Edo language might affect how students organize their thoughts and ideas when writing in English, whereas 6% disagreed.

The analysis of data in the above table therefore implies that there is a significant influence of Edo language on English language proficiency of senior secondary school students in Etsako Central Local Government Area of Edo State.

Research Question 4: What is the influence of Edo language on vocabulary acquisition of senior secondary school students in Etsako Central Local Government Area of Edo State?

Table 4: Distribution of Responses on the Influence of Edo Language on Vocabulary Acquisition of Senior Secondary School Students

S/N	Items	Total No of respondents	True	False	Remarks
16.	Students exposed to both Edo and English might have a broader vocabulary base due to the influence of words from both languages	100	93%	7%	Agreed
17.	Frequent switching between Edo and English in conversations can introduce students to new vocabulary and linguistic structures	100	91%	9%	Agreed
18.	Edo language may contribute loanwords or adapted words into English, which can influence students' understanding and use of vocabulary	100	95%	5%	Agreed
19.	Using familiar Edo words as memory aids or mnemonic devices can help students retain and recall new English vocabulary more effectively	100	98%	2%	Agreed
20.	Edo language phonetics may influence how students pronounce and spell English words	100	94%	6%	Agreed

Table 4 summarizes the responses regarding the positive influences of Edo language on students' English vocabulary and linguistic understanding. Under item 1, 93% of the respondents agreed that students exposed to both Edo and English might have a broader vocabulary base due to the influence of words from both languages, while 7% disagreed. For item 2, 91% agreed that frequent switching between Edo and English in conversations can introduce students to new vocabulary and linguistic structures, with 9% dissenting. Under item 3, 95% agreed that Edo language may contribute loanwords or adapted words into English, influencing students' understanding and use of vocabulary, while only 5% disagreed. In item 4, 98% of respondents agreed that using familiar Edo words as memory aids or mnemonic devices can help students retain and recall new English vocabulary more effectively, with just 2% disagreeing. Finally, under item 5, 94% agreed that Edo language phonetics may influence how students pronounce and spell English words, while 6% disagreed.

The analysis of data in the above table therefore implies that there is a significant influence of Edo language on vocabulary acquisition of senior secondary school students in Etsako Central Local Government Area of Edo State.

Discussion of Findings

Findings from the study in research question one shows that This findings is in line with Akinpelu (2024) who asserted that the Edo there is a significant influence of Edo language on spoken English among secondary school students in Etsako Central Local Government Area of Edo State.language, which is the mother tongue of the Edo people, plays a crucial role in shaping the phonological, syntactic, and semantic aspects of English spoken by students. In same vein, Salau (2024) opined that the deep-seated cultural values and worldview expressed in the Edo language can shape students' perceptions and expressions in English, often resulting in unique semantic blends that reflect their bilingual identity.

Findings from the study in research question two reveals that there is a significant influence of Edo language on grammar acquisition among secondary school students in Etsako Central Local Government Area of Edo State. In support of the findings, Ikwuni (2024) found out that the Edo language, with its unique grammatical structure and syntax, significantly influences the way secondary school students acquire English grammar. Similarly, Iziegbe (2022) opined that phonological characteristics often cause students to apply Edo intonation rules to English, leading to non-standard stress patterns and rhythm in spoken English.

Findings from the study in research question three indicated that there is a significant influence of Edo language on English language proficiency of senior

secondary school students in Etsako Central Local Government Area of Edo State. In line with the findings, Nabofa (2024) found out in his study that there is a significant influence of Edo language on English language proficiency of senior secondary school students. In same vein, Igueye (2022) opined that when students attempt to translate thoughts directly from Edo to English, they often produce sentences that reflect Edo grammar, leading to errors in word order, verb conjugation, and article usage.

Findings from the study in research question four shows that there is a significant influence of Edo language on vocabulary acquisition of senior secondary school students in Etsako Central Local Government Area of Edo State. This findings is in corroboration with Bello (2024) who found out that as the mother tongue for many students, Edo language serves as the fundamental linguistic scaffold that shapes their initial understanding of language structure and semantics. Similarly, Tijani (2024) found out in his study that there is a significant influence of Edo language on vocabulary acquisition of senior secondary school students.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter dealt with the summary of the study, the conclusions drawn, results obtained and recommendations offered.

Summary

The study investigated the influence of Edo language on English language acquisition of students in senior secondary schools in Etsako Central Local Government Area of Edo State. To achieve the purpose of the study, four research questions were raised and examined. The sample size for the study was made up of 100 respondents which were randomly selected from each schools in the local government. Using the simple random sampling technique, 5 students each were randomly selected from the 20 public secondary schools in the local government, thus making a total sample size of 100 respondents.

The instrument that was used for the data collection is a structured questionnaire titled "Influence of Edo Language on English Language Acquisition of Students Questionnaire (IELELASQ)". The constructed questionnaire for the study was presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered by the researcher. The questionnaire was the instrument for data collection. The descriptive survey research

design was adopted for the study. In analyzing the data, the researcher made use of frequency count and percentages to compute the findings from the research. The four research questions for the study were analyzed using the frequency count and percentages.

Findings of the research

Findings from the study include:

- That there is a significant influence of Edo language on spoken English among secondary school students in Etsako Central Local Government Area of Edo State.
- That there is a significant influence of Edo language on grammar acquisition among secondary school students in Etsako Central Local Government Area of Edo State.
- That there is a significant influence of Edo language on English language proficiency of senior secondary school students in Etsako Central Local Government Area of Edo State.
- That there is a significant influence of Edo language on vocabulary acquisition of senior secondary school students in Etsako Central Local Government Area of Edo State.

Conclusion

The study investigated the influence of Edo language on English language acquisition of students in senior secondary schools in Etsako Central Local Government Area of Edo State. Based on the findings of the study, the researcher concluded that there

is a significant influence of Edo language on English language acquisition of students in senior secondary schools in Etsako Central Local Government Area of Edo State.

Recommendations

Based on the findings and conclusion drawn, the following recommendations were put forward:

1. Schools should consider incorporating aspects of Edo language and culture into the English language curriculum to create a more relatable learning environment. This could help bridge the gap between the students' native language and English, facilitating better comprehension and usage.

2. Educators should undergo training programs that focus on bilingual teaching strategies. This will equip teachers with the skills to effectively address the challenges students face due to the influence of Edo language on their English language acquisition.

3. Schools should implement language immersion programs that encourage students to engage in both Edo and English conversations. This can help enhance their vocabulary, fluency, and overall confidence in using English while appreciating their cultural heritage.

4. Create and distribute educational materials that emphasize the relationship between Edo and English. Resources such as bilingual dictionaries, glossaries,

and culturally relevant English literature can aid students in understanding and using English more effectively.

Suggestions for Further Studies

The researcher focused on the influence of Edo language on English language acquisition of students in senior secondary schools only in Etsako Central Local Government Area of Edo State. Similar research can be carried out in other Local Government Area of Edo State for a better generalization of the study.

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APPENDIX A

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

FACULTY OF EDUCATION

UNIVERSITY OF BENIN, BENIN CITY

Dear Respondent,

The questionnaire is for the purpose of investigating the "**Influence of Edo Language on English Language Acquisition of Students in Senior Secondary Schools in Etsako Central Local Government Area of Edo State**". Kindly fill it as appropriate. Your information will be treated confidentially. Thank you for your time.

Section A: Demographic Data

Sex: Male ( ) Female ( )

SECTION B: Data on Questionnaire

Instruction: Indicate the extent to which you agree or disagree with the following statements.

S/N	ITEMS	True	False
	Influence of Edo Language on Spoken English Among Secondary School Students		
1.	Edo language phonology can influence how students pronounce English words		

2.	The use of Edo language can lead to unique accent features or mispronunciations among students		
3.	Students might substitute English words with Edo equivalents when they cannot recall the correct English term		
4.	The syntactic patterns of Edo language may affect the way students construct sentences in English		
5.	The use of Edo language may cause students to apply similar tonal patterns in their English speech, affecting intonation and stress		
	Influence of Edo Language on Grammar Acquisition Among Secondary School Students		
6.	The sentence structure in Edo language may lead to incorrect word order when students construct sentences in English		
7.	Edo language may lack certain tense distinctions found in English, causing students to misuse tenses when speaking or writing in English		
8.	Edo language may have different rules for pronoun use, leading to errors in subject-verb agreement in English		
9.	Students might mix Edo and English words within sentences, which can disrupt proper grammar and language flow in English		
10.	Literal translation from Edo to English can result in grammatical errors because of differences in syntax and idiomatic expressions		
	Influence of Edo Language on English Language Proficiency of Secondary School Students		
11.	Students might struggle with expressing ideas in English that are deeply rooted in Edo culture		
12.	The use of Edo language may lead to use of non-standard English expressions among students		
13.	Regular use of Edo language by students may limit their vocabulary and fluency in English		
14.	The use of Edo language among students may lead to wrong verb conjugations or sentence formations		

15.	The use of Edo language might affect how students organize their thoughts and ideas when writing in English		
	Influence of Edo Language on Vocabulary Acquisition of Secondary School Students		
16.	Students exposed to both Edo and English might have a broader vocabulary base due to the influence of words from both languages		
17.	Frequent switching between Edo and English in conversations can introduce students to new vocabulary and linguistic structures		
18.	Edo language may contribute loanwords or adapted words into English, which can influence students' understanding and use of vocabulary		
19.	Using familiar Edo words as memory aids or mnemonic devices can help students retain and recall new English vocabulary more effectively		
20.	Edo language phonetics may influence how students pronounce and spell English words		