

**Geste et Voix**

Groupe d'Etude Geste et Voix  
(GEVOIX – BENIN)

UNIVERSITE D'ABOMEY-CALAVI

<b>SOMMAIRE</b>	<b>i</b>
-Table des matières	i
-Avis aux auteurs	v
-Notice to contributors	vi
-Préface	vii

LITTERATURE
-------------

<b>Ritualism as a Means of Healthcare, Cultural Revival and Leadership Uprighting in Leslie Marmon Silko's <i>Ceremony</i></b>	<b>01</b>
Larry AMIN Senior lecturer of American Studies University of Kara Kara / Togo <a href="mailto:larryamin63@yahoo.com">larryamin63@yahoo.com</a>	
<b>L'héroïne Contemporaine ou la Femme Autre : du Personnage de la Femme-Héros à l'héroïté Révolutionnée dans le Roman Africain Francophone</b>	<b>19</b>
Boadi Désiré ANO Enseignant-Chercheur Université Alassane Ouattara Bouaké / Côte d'Ivoire <a href="mailto:anoboadi@yahoo.fr">anoboadi@yahoo.fr</a>	
<b>Citations Journalistiques dans la Presse Ecrite : de la Surassertion à l'Ilotextualisation des Mots d'autrui</b>	<b>37</b>
Adjé Joseph ANOH Maître de Conférences Université Alassane Ouattara Bouaké / Côte d'Ivoire	
<b>Lecture Intertextuelle et Interédiatique du <i>Temps de Tamango</i> et du <i>Cavalier et son Ombre</i> de Boubacar Boris Diop</b>	<b>52</b>
Babou DIENE Enseignant-Chercheur Université Gaston Berger Saint Louis / Sénégal <a href="mailto:mbayemarie65@yahoo.fr">mbayemarie65@yahoo.fr</a>	
<b>Une Fratrie Particulière chez Michel Tournier : le Couple Gémellaire dans <i>Les Météores</i></b>	<b>68</b>
Jean Florent Romaric GNAYORO Maître de Conférences Université Pelefero GON COULIBALY Korhogo / Côte d'Ivoire <a href="mailto:gjfromaric@yahoo.fr">gjfromaric@yahoo.fr</a>	

- La Dramatisation de la Résistance Samorienne et l'Anticipation du Tragique dans *Les Sofas* de Bernard Zadi Zaourou** 87  
 Silué GNENEBOUGO  
 Maître de Conférences  
 Département de Lettres, Arts et langues  
 Université Peleforo GON COULIBALY  
 Korhogo / Côte d'Ivoire  
[francksilue@yahoo.fr](mailto:francksilue@yahoo.fr)
- Narrative Meaning and the Use of Dramatic Structure and Techniques in A Play of Giants by Wole Soyinka** 102  
 Paul-Marie HOUÉSSOU  
 Département d'Anglais  
 Université d'Abomey-Calavi  
 Abomey-Calavi / Bénin  
[pmhouessou@yahoo.fr](mailto:pmhouessou@yahoo.fr)
- L'inscription de la Figure du Noir dans *Les Passagers du vent* de François Bourgeon : Histoire, Discours, et Tactiques de l'Anti-Esclavagisme à travers une Bande Dessinée Française Contemporaine.** 113  
 Achille-Fortuné MANFOUMBI MVE  
 Chercheur  
 Grilna-IRSH/CENAREST  
 Libreville / Gabon  
[mafoumbi\\_ache@yahoo.fr](mailto:mafoumbi_ache@yahoo.fr)
- From "The Darky" to "The Negress": Study of a Plot Trajectory from Slavery to Freedom in Shirley Anne Williams's *Dessa Rose* (1986)** 125  
 Kouamé SAYNI  
 Maître de Conférences  
 Université de Bouaké  
 Bouaké / Côte d'Ivoire  
[saykoua1@gmail.com](mailto:saykoua1@gmail.com)
- Le Sud ou le Mythe Négatif du Nord dans *Les Soleils des Indépendances* d'Ahmadou Kourouma.** 135  
 Zahui Gondey TOTI AHIDJÉ  
 Maître-Assistant  
 Département de Lettres Modernes / C.M.S.  
 Université Alassane Ouattara  
 Bouaké / Côte d'Ivoire  
[ahidjezahuitoti@yahoo.fr](mailto:ahidjezahuitoti@yahoo.fr)

## HISTOIRE ET CIVILISATION

- Ordalité et Équité dans le Système Judiciaire du Royaume de Xogbonu** 148  
 Patrick Joël ADJIVESSODE  
 Département d'Histoire et d'Archéologie  
 Université d'Abomey-Calavi  
[adjivessode@hotmail.fr](mailto:adjivessode@hotmail.fr)

- The Status of Opposition in British Democracy: Admired or Repellent?** 165  
 Bertin DANSOU  
 Assistant  
 Département d'Anglais  
 Université d'Abomey-Calavi / Université d'Agriculture de Kétou (U.A.K.),  
 Bénin  
[bertdansou@gmail.com](mailto:bertdansou@gmail.com)

## SOCIOLOGIE

- Impact of Socio-Economic Factors on Marital Instability among Market Women in Ibadan South-West Local Government** 181  
 Olufunmilayo O. FOLARANMI, Ph.D. (Ibadan)  
 Department of Social Work  
 University of Ibadan  
 Ibadan / Nigeria  
[ojfolaranmi@yahoo.com](mailto:ojfolaranmi@yahoo.com)

- El Trabajo de la Mujer y Cambios Sociales en Costa de Marfil Desde 1980 Hasta 2010** 197  
 Alexise Véronique IKOSSIE-KOUAKOU  
 Maître de Conférences  
 Département d'Histoire Sociale du Monde Contemporain  
 Ecole Normale Supérieure  
 Abidjan / Côte d'Ivoire

## SCIENCE DE L'ÉDUCATION / PSYCHOLOGIE

- Depression, Stress and Interpersonal Relationship Risk Factors Influencing Academic Performance of Students Living with Disabilities in Selected Secondary Schools In Ibadan Metropolis, Nigeria** 210  
 Thomas G. ADEGOKE, Ph. D  
 Department of Social Work  
 Faculty of Education  
 University of Ibadan  
 Ibadan, Nigeria  
[thomasgadegoke@gmail.com](mailto:thomasgadegoke@gmail.com)

- Language of Instruction Preference of Junior Secondary School Students in Ijebu - Ode Local Government, Ogun State** 227  
 Adeyemi Abiodun ADEYINKA ( Ph.D.)  
 Department of Teacher Education  
 University of Ibadan  
 Ibadan / Nigeria  
[duyem2001@yahoo.com](mailto:duyem2001@yahoo.com)
- Challenges of Learning French Language in a Depressed Economy: the Nigeria Experience** 240  
 JIMOH, YAKUBU, A.A. (Ph. D.) and MAKINDE, A. AWONUSI  
 French Department  
 Federal College of Education  
 Abeokuta / Ogun State / Nigeria
- Factors Affecting Satisfaction with Outcomes and Recovery from Cataract Surgery: a Study among Patients in Public and Mission Hospitals in Oyo State, Nigeria** 253  
 J.K. MOJOYINOLA (Ph. D.) and I.M. OJEDOKUN (Ph. D.)  
 Department of Social Work  
 Faculty of Education  
 University of Ibadan  
 Ibadan / Nigeria  
[jkmojoyinola@yahoo.com](mailto:jkmojoyinola@yahoo.com) / [mobilajiojedokun@yahoo.com](mailto:mobilajiojedokun@yahoo.com)
- The French System of Education as Model for a Standard Education in Nigeria** 265  
 M.A. OGUNGBOLA  
 Department of French  
 Emmanuel Alayande College of Education, Oyo / Nigeria  
[alaogundiya@yahoo.com](mailto:alaogundiya@yahoo.com)  
 &  
 F.I. AKINNOLA  
 Department of French  
 Osun State College of Education, Ilesa / Nigeria
- EFL Teachers' Conceptualizations and Implementation of CLT** 280  
 Juvenale PATINVOH AGBAYAHOUN  
 Assistant  
 Ecole Normale Supérieure  
 Université d'Abomey-Calavi  
 Porto-Novo / Bénin



---

## AVIS AUX AUTEURS

**Geste et Voix** est une revue scientifique à comité de lecture, consacrée à la réflexion, à l'analyse et à la recherche. Elle se revendique comme un espace de dialogues et d'échanges, ouverte à différentes approches disciplinaires.

Les articles soumis à *Geste et Voix* doivent être saisis à l'interligne 1,50, pas de 12, police NTR fournis en version électronique format MS word ou RTF et CD ou clé USB. Les cartes, diagrammes et graphiques devront être numérotés.

La bibliographie doit nécessairement répertorier tous les travaux cités dans le corps du texte par l'auteur. Un résumé de 150 à 200 mots (en anglais ou en français selon le cas), indiquant le problème fondamental de recherche ainsi que les principaux résultats et conclusions, doit accompagner les articles.

Les auteurs doivent indiquer leur nom au complet, leur adresse (de même que leur adresse email), leur situation académique ainsi que leur affiliation institutionnelle actuelle.

Nous vous prions d'utiliser le système de référence de Harvard (auteur – date) pour ce qui est des références bibliographiques. Par exemple :

Le danger principal qui affleure des théories des tenants de l'Esthétique Noire est celui du chauvinisme racial et culturel (Neal 1976 :784)

Les articles envoyés à notre revue doivent être des contributions originales. Ils ne doivent pas être soumis dans un autre organe de publication tant que la procédure de publication est en cours à notre niveau. Si un article a déjà été soumis quelque part, l'auteur devra en informer le rédacteur en chef.

Chaque auteur apporte une participation de 40 000FCFA pour les béninois et 60 000FCFA pour les autres. Il recevra gratuitement un tiré-à-part correspondant à son article.

*Le Rédacteur en Chef*

## NOTICE TO CONTRIBUTORS

Geste et Voix is a journal with a reading committee which is committed to reflection, analysis and research. It is a forum of dialogues and exchanges across disciplinary boundaries.

Articles for publication in *Geste et Voix* must be spaced with 1,5, times New Roman, size 12, in electronic version, formatted with MS word or RTF and recorded on CD or USB. Maps, diagrammes and graphics must be numbered.

The bibliography must include all worked cited in the article by the writer. The abstract of about 150 to 200 words should be provided both in English and French and should highlight the thesis statement and the potential results of the study.

Authors of articles should write their full names, addresses including email, their academic positions as well as the institution they are currently affiliated to.

We beg to inform you to use Harvard reference system (author – date) as indicated in the following example : "The main danger that characterizes lovers of the Black Aesthetic theories is that of racial and cultural chauvinism" (Neal 1976: 784).

Articles sent for publication in our journal must be original. They must not be sent to any other publishing house or system once our reading committee has accepted and introduced them into the publishing process. If the article has already been submitted to another journal, the author should inform the editor in chief of *Geste et Voix*.

Each local contributor pays 40,000FCFA. Other contributors are to pay 60,000FCFA. Contributors are entitled to a free copy of their articles in print.

The Editor in Chief

---

## Language of Instruction Preference of Junior Secondary School Students in Ijebu-Ode local Government, Ogun State

Adeyemi Abiodun ADEYINKA ( Ph.D.)

Department of Teacher Education

University of Ibadan

Ibadan / Nigeria

duyem2001@yahoo.com

### Abstract

This paper explains the importance of language among human beings especially in the classroom. It alludes to the national language policy in Nigeria that the language of the immediate community should be the medium of instruction in early primary education as it aids learner's intellectual growth. It attempts to find out the language of instruction preference of junior secondary school students in Ijebu-Ode Local Government Area, Ogun State. Three research questions were raised and a self-styled questionnaire, which reliability index is 0.63 was used to collect information. A total of six hundred and twenty four students, randomly selected from public and private secondary schools were used. Data collected were analyzed using descriptive statistics. Findings revealed that students prefer their mother-tongue as a medium of instruction ( $x$  3.34; S.D. = 0.94) while some even prefer the mother-tongue as a medium of instruction in teaching science subjects ( $x$  2.63; S.D. = 1.26). Their reason for preference of the mother tongue was because they understand better. This study, amongst others, recommends that mother-tongue should be encouraged in schools and teachers should combine mother-tongue and English in their lessons. It concludes that English as Nigeria's official language could be enhanced through the use of the mother tongue.

**Keywords :** language of instruction, preference, students, primary education, Yoruba

### Introduction

Language, according to the Oxford Advanced Learner's Dictionary (2006), is "the system of communication in speech and writing that is used by people of a particular country or area". This definition stresses the two modes of language-spoken and written. Language is the meeting point between curriculum and communication. This is because curriculum has to be communicated through language. Okeke (2002) submits that language as a vehicle of communication "is an arbitrary system that allows us to transmit representations to others".

Language is often construed as the first and most symbolic of human activity which central function remains communication. Whether mother-tongue, second language or foreign language, language performs an indispensable function of communication. According to Awodi (1984), language is the basic unit of normal communication in any society and this communication cuts across all spheres of human endeavour. One of these spheres is the

---



---

classroom. At any time in the classroom, the teacher instructs his students on a particular subject in a particular language. The National Policy on Education (2004) clearly explains that the teacher is saddled with the responsibility of the use of language of the immediate community or environment as a medium of instruction right from pre-primary to the third year of primary education.

However, language is not only a means of communication; it is also a very important means of establishing and maintaining relationships with other people. It plays many functions among mankind as Halliday (1968) identifies eight which are informative, interactional, instrumental, regulatory, personal, heuristic, imaginative and utility. The effectiveness of the functions of language is predicated on how one develops the language acquisition device at childhood as it has been pointed out through studies that the childhood period of 1 – 6 years is a very vital one in the intellectual growth of a child. As the child matures, his language, personality and experience are expressed (Durojaiye, 1975; Dejo, 1999).

Language as a medium of communication, determines largely the success or otherwise of any educational programme (Umuro-Onwuka, 2002). It enables a child to acquire knowledge about scientific and non-scientific concepts of the world (Piaget, 1959). Except for the contributions of the missionaries in the 19<sup>th</sup> century to the development of indigenous languages, all the previous educational programmes were anti-indigenous languages and the early nationalists who realized the far-reaching effects of those policies protested against the abolition of the use of mother-tongue or “vernacular” as they called it. In other words, the colonial system of education was not Nigerian-based hence, no attempt was deliberately made to use the mother-tongue as a medium of instruction within the educational system until the inauguration of the new policy on education in the 1970s, Nigerian languages were optional school subjects.

There is no doubting the fact that the mother-tongue is acquired first by the child. UNESCO (2003) defines it as a child’s first language, the language learned in the home from the older family members. It is therefore submitted that learning in mother-tongue will produce more lasting results than learning in a second language. Students who are taught in the mother-tongue have been discovered to perform consistently better than their counterparts taught in English (Fafunwa, Macauley and Sokoya, 1989; Williamson, 1976).

---

---

It is one thing for government to formulate a policy and it is another thing for the policy to be implemented. This study attempts to find out the extent to which the use of mother-tongue as a medium of instruction could be implemented in the secondary schools.

Junior secondary education is the strong foundation that can be dependent upon for the academic profit of a child at the senior secondary and tertiary levels. The requirement for entry into junior secondary school is that a child must have completed his or her primary education (Basic 6). The child transits from this level to Basic 7 which is compulsory and free to Basic 9.

Arguments abound for and against the use of mother-tongue as the medium of instruction at the primary level of education but unstable government policies on this are not helping matters. While it could be submitted that there is no explicit and clear-cut language policy in Nigerian educational system, curriculum planners and implementers are at liberty to shift the goal post of our language policy as and when due. However, Awoniyi (1978) pointed out that Yoruba, the mother-tongue of the Yoruba people is one of the few African languages that have had a long tradition of use in education, both as a medium of instruction and as a subject in the school curriculum. This means that in many ways, the special status of the language needs to be recognized.

Even though Yoruba language enjoyed this special recognition, it was short-lived because its use in primary education was terminated after independence. While UNESCO (1953) advocated that the mother-tongue should be the medium of instruction throughout primary education and the *Life Six-Year Primary Project* (Fafunwa, 1989) and *Rivers Readers Project* (Williamson, 1976) support this, the practice could not be sustained in Nigeria due to many factors which includes inferiority complex, shortage of staff, inadequate teaching materials, non-cooperative attitude of parents etc.

While many studies have proved that the best medium of instruction for a child living in his own linguistic environment should be the mother tongue, the *National Policy on Education* (2004) directs that the mother-tongue should be used from pre-primary level to Basic 3 after which the teacher switches to English. It is believed that mastery of the mother-tongue would help the learner to improve in other subjects and English but the reverse is the case today because of the poor performance of students in various school subjects. This study intends to examine the language of instruction preference of junior secondary school students.

---

### 1. The Importance of Yoruba Language in Nigerian Education

Yoruba language, like any other language, performs all the functions of language highlighted by Halliday (1968) like interactional, instrumental, regulatory, personal, heuristic, imaginative and utilitarian. It is one of the three major Nigerian languages recognized by the National Policy on Education (NPE, 2004). For this reason, it is made compulsory for students in secondary school. Meanwhile, it should be pointed out that this language has always had a place in the Yoruba speaking areas of Nigeria since the introduction of formal education into Nigeria since 1842 (Abiri, 1981).

The efforts of Christian missionaries who introduced Christianity and western education to ensure that their converts read and understood the Bible in their own mother-tongue led them into reducing Yoruba language into writing. In the Yoruba community, the mother-tongue is the manifestation of traditional education per se. This is because the goal of making the individual functional within the society and to be of good character in all ramifications is entrenched in the mother-tongue. Hence, reflecting on the philosophy of life, the trade, traditional medicine, value of tolerance, perseverance, honesty, truthfulness et cetera are all effectively inculcated into an individual through the mother-tongue (Adeosun, 1988). The Yoruba culture therefore unites all the speakers of the language under one banner, sharing many things in common and pursuing same cultural goals (Ilesanmi, 2004).

Supporting the opinion of Awoniyi (1978) that education is culture transmission, it is significant that mother-tongue and culture are intricately interwoven. One can only agree with Awoniyi that mother-tongue is a part of culture because it conveys and transmits culture and it is subject to culturally-conditioned attitudes and beliefs.

The Federal Government of Nigeria recognizes the importance of Yoruba in education when it recognizes it as one of the major languages in Nigeria in the National Policy on Education (2004). It stipulates that the language of the immediate community of the child should be used to instruct the child in all subjects in the lower primary while it should be taught as a subject from the upper primary while English should be used as a medium of instruction. At the secondary school level, it is a core subject. This policy makes the study of Yoruba essential and mandatory for every learner and forcefully makes them to speak it.

---

---

The vantage position that Yoruba occupies in education makes it mandatory on the child to form concepts in his mother-tongue because concept formation is crucial in educational processes. It is significant that in the child's development of concepts, verbal labels are generally acknowledged to be important and mother-tongue plays a great role on concept formation. The mother-tongue is significant to the child because the initial exploration and analysis of his environment is done in the mother-tongue. It is therefore generally accepted that in teaching and learning processes, the mother-tongue of the child is of utmost importance. For one thing, the mother-tongue categorizes objects in the child's environment, that is, it has names for all the objects, actions, ideas, attributes etc. that are so important to him, as well as to any society. The mother-tongue is the child's environment and is the natural basis on which verbal skills can be built (Awoniyi, 1978; Oluwole, 2008).

## 2. Statement of the Problem

The poor performance of Nigerian students in junior secondary certificate examination has been blamed on the type of language used for classroom instruction. To this end, this study sets out to determine the language of instruction preference of junior secondary school students in the area of study.

## 3. Research Questions

For the purpose of this study, the following research questions are raised and provided answers to:

- (1) What language or languages do students prefer for classroom instruction?
- (2) What reasons do students adduce for preferring a particular language of instruction?
- (3) What is the general attitude of students toward the teaching and learning of Nigerian languages?

## 4. Methodology

**Research design:** This study is a survey type because it gives an analysis of situations, variables, facts and phenomena as they exist. The population consists of all Junior Secondary Schools and students in Ijebu-Ode Local Government Area of Ogun State. Six Junior Secondary Schools, comprising of three private and three public, were randomly selected in



the local government. Altogether, a total of six hundred and twenty-four (524) Junior Secondary II and III students, proportionally selected, were selected and used for this study. A self-styled questionnaire, titled “Language of Instruction Preference of Junior Secondary School Students” was used for this study. The instrument was divided into two sections. Section A contains nine items on students’ bio-data while section B contains thirty items which are structured to obtain information on their language preference for classroom instruction. The face and content validity of the instrument was carried out by showing it to experts in language education while the reliability was done by using Cronbach Alpha and a value of 0.63 was obtained. The corrected version was then trial-tested in selected schools in Ibadan. The instrument was personally administered on the respondents with the cooperation of class teachers hence a hundred percent administration and collection was achieved. The data collected were analyzed using descriptive statistics.

## 5. Results

The followings are the results of this study based on the data collected:

**Table 1: Distribution of Students according to Class**

Class Type	Frequency	%
J.S.S. I	223	35.74
J.S.S. II	210	33.65
J.S.S. III	191	30.61
Total	624	100.00

Table 1 above reveals that 223 (35.74%) J.S.S. I, 210 (33.65%) J.S.S. II and 191 (30.61%) J.S.S. III students were used for this study. The decline in the number might be due to drop-out from school or any other reason outside the concern of this study.



**Research Question 1:** What language(s) do students prefer for classroom instruction?

**Table 2: Levels of Language Preference**

S/N	Item	S.A.	A	D	SD	Mean	Std
1.	I prefer my local language to any other for classroom instruction	368 (59.0)	139 (22.3)	84 (13.5)	26 (4.2)	3.34	.94
2.	English language is an official language and I prefer it for classroom instruction	275 (44.0)	243 (38.9)	54 (8.7)	32 (5.1)	3.16	1.00
3.	I prefer both English and Yoruba as media of instruction	236 (37.8)	296 (47.4)	50 (8.0)	29 (4.6)	3.14	.90
4.	I prefer Yoruba language as a medium of instruction for science subjects only	142 (22.8)	307 (49.2)	64 (10.3)	25 (4.0)	2.63	1.26
5.	I prefer English language as a medium of instruction for science subjects only	114 (18.3)	189 (30.3)	166 (26.6)	80 (12.8)	2.30	1.25
6.	I prefer English language as a medium of instruction because it makes me relevant among my colleagues	279 (44.7)	184 (29.5)	122 (17.9)	28 (4.5)	3.08	1.05

From table 2 above, it could be observed that most of the respondents preferred their indigenous language (in this case, Yoruba) to any other as a medium of instruction in the classroom ( $x = 3.34$ ). The respondents were aware that English is Nigeria's official language hence many prefer it as a medium of instruction in the classroom ( $x = 3.16$ ). Meanwhile, a number of them preferred both English and Yoruba ( $x = 3.14$ ). For the purpose of understanding science subjects, some of the respondents preferred Yoruba as the language of classroom instruction ( $x = 2.63$ ) while some preferred English ( $x = 2.30$ ). To some, the use of English boosts their ego and makes them relevant amongst their colleagues when their teachers instruct them in English than in Yoruba.

**Research Question 2:** What reasons do students adduce for preferring a particular language of instruction?

**Table 3: Reasons for Language Preference**

S/N	Item	S.A.	A	D	SD	Mean	Std
7.	I understand well when I am taught in my mother-tongue	378 (60.6)	181 (29.0)	44 (7.1)	8 (1.3)	3.45	.85
8.	I would understand English better if taught by experts	262 (42.0)	252 (40.4)	87 (13.9)	16 (2.6)	3.20	.85
9.	I would be able to speak English language fluently when taught by experts	264 (42.3)	249 (39.9)	81 (13.0)	21 (3.4)	3.18	.89
10.	The mother-tongue should be adopted as a medium of instruction in Nigerian schools	187 (30.0)	260 (41.7)	122 (19.6)	55 (8.6)	2.93	.92
11.	I would participate more in the classroom if the mother tongue is used as a medium of instruction	156 (25.0)	295 (47.3)	120 (19.2)	38 (6.1)	2.86	.94
12.	Nigeria is backward in science and technology because of the use of foreign language in school	122 (19.6)	231 (37.0)	184 (29.5)	85 (13.6)	2.62	.96
13.	If more local languages are reduced into writing, students would perform better in the classroom.	233 (37.3)	226 (36.2)	166 (18.6)	39 (6.3)	3.01	.98
14.	Yoruba language as a medium of instruction would promote our culture	234 (37.5)	272 (43.6)	80 (12.8)	28 (4.5)	3.10	.90
15.	I understand lessons better when our teachers use English language only in teaching	176 (28.20)	261 (41.8)	151 (24.2)	36 (5.8)	2.92	.87
16.	I understand lessons better when our teachers interpret or translates different concepts or words in Yoruba	237 (38.0)	215 (34.5)	137 (22.0)	33 (5.3)	3.04	.92
17.	With Yoruba language as a medium of instruction and English taught as a subject, academic performance would be promoted	164 (26.3)	311 (49.8)	107 (17.1)	38 (6.1)	2.10	.86
18.	Effective teaching and learning of Yoruba language would help in learning other languages like English, Arabic, French	196 (31.4)	228 (36.5)	156 (25.0)	41 (6.6)	2.92	.93
19.	Using Yoruba language as a medium of instruction would enhance learning in schools	121 (19.4)	283 (45.4)	157 (25.2)	60 (9.6)	2.74	.81

Table 3 above reveals students' reasons for preferring one language to the other. Most of them ( $x = 3.45$ ) preferred their mother-tongue because it gives them better understanding, while some ( $x = 3.20$ ) believed learning in the mother tongue would help their learning of English, it would also make them fluent in their spoken English ( $x = 3.18$ ). Another thing from this table is that some respondents believed that if the mother-tongue is used as a

medium of instruction, they would participate more in the classroom ( $x = 2.86$ ) which will in effect help them in learning other languages ( $x = 2.92$ )

**Research Question 3:** What is the general attitude of students to the teaching and learning of Nigerian languages?

**Table 4: Students' Attitude to Nigerian Languages**

S/N	Item	S.A.	A	D	SD	Mean	Std
20.	Mother tongue should be the medium of instruction in junior classes in schools	175 (28.0)	191 (30.6)	190 (30.4)	54 (8.7)	2.74	1.03
21.	Learning the mother tongue should be made compulsory in secondary schools.	150 (24.0)	280 (44.9)	138 (22.1)	55 (8.8)	2.84	.80
22.	Mother tongue should be adopted as a medium of instruction in schools	121 (19.4)	245 (39.3)	177 (28.4)	73 (11.7)	2.64	.97
23.	The use of mother tongue in school would have negative impact on the overall academic performance of students	160 (25.6)	46 (7.4)	166 (26.6)	244 (39.1)	2.80	.95
24.	Students who receive instruction in English language are broad-minded than those who receive instruction in mother tongue	145 (23.2)	211 (3.4)	157 (25.2)	299 (47.9)		
25.	The major Nigerian languages should be developed and used in teaching all subjects in primary and secondary schools	178 (28.5)	230 (36.9)	158 (25.3)	56 (9.0)	2.84	.95
26.	Nigeria should develop more indigenous languages for use at all levels of education	163 (26.1)	262 (42.0)	133 (21.3)	66 (10.6)	2.84	.93
27.	I feel more comfortable when I communicate in my mother tongue anywhere anytime.	202 (32.4)	233 (37.3)	130 (20.8)	52 (8.3)	2.92	.93
28.	Let English, French and Arabic be taught as subjects but let other subjects be taught in the mother tongue	164 (23.4)	257 (41.2)	134 (21.5)	78 (12.5)	2.73	1.00
29.	If Chinese, Russian, Japanese are not inferior for receiving instruction in their languages, the Nigerian child should not feel inferior for being taught in his indigenous language	181 (29.0)	214 (34.3)	158 (25.3)	66 (10.6)	2.80	1.00
30.	Since the use of mother tongue in schools is backed up by UNESCO, it should be adopted for classroom instruction in our schools.	127 (20.4)	281 (45.0)	145 (23.2)	65 (10.4)	2.74	.93



From table 4 above, students have positive attitude towards the use of mother tongue as a medium of instruction in school because they agreed that it should be used for teaching in junior classes ( $x = 2.63$ ) although some opined that both English and the mother tongue should be used ( $x = 3.34$ )

## 6. Discussion of Findings

This study revealed that students preferred their mother tongue as a medium of instruction in the classroom while some wanted it to be used alternatively with English in order to understand their lessons better. This is in support of NPE (2004) that it should be a core subject that should be offered from pre-primary level of education.

The study also revealed reasons why students have preference for the use of mother-tongue in education and one of the reasons was for better understanding which is in support of Umuro-Onwuka (2002) that the success or otherwise of any educational programme is determined by the language of communication. While Osokoya (2005) submits that the Nigerian child is caught in the web of four different languages – mother tongue (MT), language of instruction at school (English), language of science and language of mathematics. Fafunwa (2008) believes that the mother-tongue enables a child to acquire knowledge about scientific and non-scientific concepts of the world.

## Conclusion

This study concludes that students in junior secondary level of education in the area of study preferred their mother-tongue as a medium of instruction for all subjects including science subjects. They realized the importance of English language as an official language and would want it combined with the mother-tongue as a medium of instruction for science subjects. It could therefore be concluded from this study that the positive attitude of students toward the mother-tongue would promote native traditions and cultures.

## Recommendation

---

---

Based on the findings of this study, it could be submitted that the use of the mother-tongue as a medium of instruction at both pre-primary and lower primary education would contribute to the development of the child's environment. To this end, the following recommendations are offered:

1. Teachers should use the mother-tongue in their subject delivery in the classroom.
2. Teachers should improve on the methods of teaching in order to make learning more proactive.
3. Language facilities like charts, language laboratories, tape recorders, audio cassettes etc. should be made available by government and should in turn, be used by teachers.
4. More teachers of the mother-tongue should be employed and deployed to teach in our schools.
5. More textual materials in the mother tongues should be encouraged.

### References

- Abiri, J.O. (1981). *Learning and Teaching Yoruba in Post Primary Institutions*. Lagos: Macmillan Publishers.
- Adeosun, H.O. (1988). *Yoruba Child Language Performance: A Prognosis*. Department of Linguistics and Nigerian Languages, University of Ilorin, Ilorin.
- Awodi, S. (1984). *A Comparative Study of Teaching Science (Biology). An Inquiry versus Traditional Didactic Approach in Nigerian Secondary Schools*. University Microfilms International, Ann Ardsor, Michigan, U.S.A. Ed.D Dissertation.
- Awoniyi, T.A. (1978). *The Yoruba Language in Education*. London: Oxford University Press Ltd.



- Dejo, O. (1999). *Essential of Developmental Psychology*. Ijebu-Ode: Lucky Odoni (Nig.) Enterprises.
- Durojaiye, M.O.A. (1976). *A New Introduction to Educational Psychology*. Ibadan: Evans Brothers Ltd.
- Fafunwa, Aliu Babs, Macaulay, Juliet Iyabode, Sokoya, J.A. Funso (eds.) (1989). *The Ife Primary Education Research Project*. Ibadan: University Press Ltd.
- Federal Republic of Nigeria (2004). *National Policy on Education*. Lagos: Federal Government Press.
- Halliday, M.A.K. (1968). *Language Structure and Language Function*.
- Ilesanmi, T.M. (2004). *Yoruba Orature and Literature: A Cultural Analysis*. Ile-Ife: Obafemi Awolowo, University Press Limited.
- Oduwole, O.A. (2008). "The Impact of Mother Tongue on Students' Achievement in English Language in Junior Secondary Certificate Examination in Western Nigeria". Unpublished M.Ed Project. Department of Guidance and Counselling, University of Ibadan, Ibadan.
- Okeke, V.D. (2002). "Language and Culture and their Complimentary in Language Learning" in Journal of Nigerian Languages and Culture.
- Osokoya, M.M. (2005). "Language and Science Education: The Nigerian Experience" in Journal of Issues in Language Communication and Education.
- Piaget, Jean (1959). *The Origin of Intelligence in the Child*. London: Routledge and Kegan Paul Ltd.
- Umuvu-Onwuka (2002). "Language Education as a means of Educational Accountability" in A. Mansaray and I.O. Osokoya (eds.) *Curriculum Development at the Turn of the Century. The Nigerian Experience*. Department of Teacher Education, University of Ibadan, Ibadan.
- UNESCO (1953). *The Use of Vocabulary Language in Education*. Report of the UNESCO Meeting of Specialists. 1951 Monographs on Fundamental Education Vol. III Paris: UNESCO
- UNESCO (2003). *Language Terminology*.

Williamson, Kay (1976). "The Rivers Readers Project in Nigeria" in A. Bamgbose (ed.) Mother Tongue Education: The West African Experience. London: Hodder and Stoughton.

UNIVERSITY OF IBADAN LIBRARY