



## National Development and the Place of Multi-Languages: Nigeria in Focus

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### ABSTRACT

Difference in Languages been an issue of growing social importance because a majority of all living languages are threaded in their continued existence, the aim of this study is to appreciate the idea of different languages may be as an instrument of national development and wealth creation, the meeting point between Multilanguage and national Development, to give it some valuable suggestions which might be of help in language planning in multi-language and multicultural setting like Nigeria, to buttress this point, this study some questionnaires, of which the respondents were a total of one hundred copies were collected for the research, the respondent are the students of English department and from other departments in Abia State University. A percentage and a frequency table, the data were properly analyzed. The outcome or result obtained showed that multilingualism or linguistic diversity did not project or promote disintegration in the country; rather the linguistics diversity in Nigeria has been a national resource which help to move the country forward and not taking multilingualism to be an instrument for national disintegration. In conclusion, the researcher made some recommendations that both the people at the helm of affairs should help in promoting national development through the use of multilingual policy in the country and the dissemination of information materials to the public like newspapers, posters, computer application and hold programmes to promote multilingualism.

## **INTRODUCTION**

It is generally believed that every human survives with different activities with the help of different languages that are well handled. Languages can also be taken as a mere vehicle of thought. Language is also characterized by a set of arbitrary symbol. That is, there is no one-to-one correspondence between the object and symbols which stands for it. The meaning attached to any object in any human society is purely arbitrary. For instance, the fact that an object is referred to as a book in English does not mean that there is something special about it that makes it a book. The same object is called "two" in Yoruba. Human language is conventional. This means that symbol acquired meaning by convention or written agreement within a speech community. There is no inherent or obvious relationship between a symbol "key" and what it stands for. It is simply that the English society agrees that such an object be called "key" the same agreement makes the Hausa. For instance to call the same object "amakulli".

Man uses language to communicate his individual thought, inner feelings and personal psychology experience. In order to establish social relationship language is used, for instance, to greet the function is phatic rather than informative it does not contribute anything to the content of the ongoing discourse but only serves as a means of structural discourse. One of the important concepts developed in the process of studying the sociology of language is the speech community and the notion of language is the speech community and the notion of speech functions or speech acts and the notion of speech functions or speech acts. In order words, he explored the type of community. For instance, the issues like language of the social class and the relationship between language and culture were differential. In addition, sociology of language looks at all forms of interactions which go on within a society and the stages, procedure and procedures characteristics of such interactions. The term multilingual means speaking or using several different languages, a multilingual nation. "Multilingualism is a co-existence of many languages in one nation" For instance in Nigeria certain languages are characterized as major while others is tagged as minor. Similarly, some languages are characterized as national, official while some are regarded as lingua franca or regional.

The attitude of the society to each of these languages determines the functions assigned to them. Thus, the English language, for instance in Nigeria is considered as a national language of some sort while Yoruba, Hausa, Igbo are considered as other forms of national languages. It also determines what language is second or foreign and which is the language of politics, trade commerce and of course science and technology. It is also believed that there are no monolingual states because even homogenous nations such as Poland and Japan have citizens whose main language varieties or linguistic diversity is one of many valuable attributes of the nation.

Since Nigeria is the study of this work, we have estimated number of about four hundred to four hundred and fifty ethnic languages and more than that number of idiolects. For instance, in Nigeria today, there is a language policy, document which also stipulates planning of such available languages in the

country. For example, the policy states that education during the early years should be in mother tongue, while the English language should be taught as a subject. In carrying this policy, planning is taken into consideration. That is making provisions for teachers, equipment and other necessary things required for carrying out the moth tongue education policy. Having language variants should not be seen as problem but we should see “multilingualism in Nigeria as an essential quality which can be effectively harnessed for national development” language policy and planning which consider language problems of nations, language in education and language selection. Each language in any society ought to have its own standard form; hence we have standard Igbo, Efik, Hausa and Yoruba and English in speech communities where they are used. Nigeria English for instance, is expected to have its own standard which will be acceptable not only to the Nigerian community of users but also to the wider international communities of English users. As such certain sociolinguistic factors must be taken into consideration in an attempt to attain the goal of standardization. Nigeria is a multilingual society that cut ethic boundaries which correspond to other languages.

## **LITERATURE REVIEW**

### **Multi- Languages**

Language differs from community to community with reference to nation that has homogeneous languages. Thus no human speaks all the languages of the world. Sociolinguistics is a discipline which provides answer to such questions as who speak what language to whom and when and what end. In addition, it seeks to provide answer to the question what accounts for differential changes in the social organization of languages use and behavior towards language.

It also tries to explain why and how this organization and behavior have become selectively different in the same social network or communities on two different occasions. For instance, it explains why one particular speaker addresses a semi-literate audience in pidgin and another audience an elitist one, in impeccable English.

This study is all about the pattern of language use within a monolingual or multilingual speech community so as to show the systematic nature of the alterations between one a variety and another among individuals who share a repertoire of varieties. In monolingual speech communities, the linguistics repertoire of particular social groups may consist of sexual social class varieties, and regional varieties of the some language. For instance, within the Igbo English speech community distinction has been made between administrators or teachers who speak Igbo, English and patty traders who speak the same variety.

From the above statement, we have been able to discover that Nigeria is obviously a multilingual country. Although the term multilingualism has many definitions or has an ambiguous definition, it can be seen as an ability of an individual to use or speak more than two languages in a state or country. For example a middle age woman who is of Yoruba parents was born and bred in Eastern Nigeria (Owerri) had her early education there. This woman may settle in Kano (Northern Nigeria) for her working life with her association and interaction with the major languages group, she can fluently or effectively speak

the three major languages as well as English. This however should be distinguished from an illiterate who is merely enlightened in several languages but is not proficient in them. In this case such an individual is an ideal example of multilingual individual. Furthermore, the coming in contact of people of diverse tongue and the need to communicate exposes people to be fluent in a language. Nigeria is basically believed or known to be linguistically plural state with many Indigenous languages such as Yoruba, Hausa, Igbo, Efik, Igala, Idoma, Tiv, Ibibio, Kanuri among each functioning as a first language: a native mother tongue and a variety of English which in most cases is acquired as a second language. Multilingual individual can be observed to switch indifferent situation from one language at school or at work (official), switch to another while taking lunch with friends even when communicating with family, friends and colleagues, etc. For national or inter-ethiolinguistics community individual Nigerian's (especially educated ones) tend toward multilingualism.

### **Multi-Language and Development**

Based on the fact that Nigeria is a multi-language society with an estimated language types of about 500 languages Akindele (2019) each one play a very significant role in the community where it is used. Existing proposal of national languages can be categorized into two terms: the Unilingual and Multilingual approaches Akindele (2019).

The Unilingual category, on the one hand, contains various suggestions such as combining different languages to make up a word: "Wazobia" and "Gusoa", English, a major indigenous language selected from Hausa, Igbo, Yoruba, a minor indigenous language such as Swahili. On the other hand, the multilingual category features mainly the suggestion of the three major languages of Hausa, Igbo, and Yoruba as national languages with English retaining its present official status Coleman (2017). Some scholars, however, believe that even multilingual arrangement mentioned here could be a gradualist process of moving towards multilingualism in an indigenous language.

It is important to note that the current position of the federal government of Nigeria is in support of multilingual arrangement, as stated in section 51 of the 1979 constitution and paragraph 8 of the 1077 (revised 1981) National policy on education (Chapter 7)

Multilingualism as general towards the national unity

The different suggestions above, although will argue have received various criticisms, Coleman (2017) expresses this view:

"Of the possible candidate for selection as a unilingual mode, some can be dismissed out of hand. In this group, include pidgin and artificial language, any pan African languages and minority languages".

Pidgin English language is an unlikely candidate for national language because it lacks prestige. Even though it serves a lingua franca among groups in Nigeria, mostly in the southern part of Nigeria, it has a low social status as it is associated with semi literate members of the society. The variety is not associated with educated usage because it is non-standard.

But the emergency of Yoruba as a language of commerce even of officially a lingua Franca in Ibadan. It is easier to have a lingua Franca or national language in a multilingual setting than in some bilingual. The economy co-operation among speakers of different languages, just like the way we teach agriculture in English while our farmers farm in Yoruba, hausa, Igbo, edo, Efik, Nupe, Kanu, etc. result not in our under development but in an enhanced economic prosperity.

The economy prosperity is the result of tolerance and this even manifest in politics. For instance, it was the same tolerance and national interest that mobilized the party congress to form a national body for the pursuance of a collective political interest can be applied on the various languages to mobilize them towards a common language goal for national development.

Even looking at our original National Anthem, multilingualism is a fact recognized in that "though tribe and tongue may differ" and though the linguistic division is popular along ethnic lines, these languages can be developed for national integration and unity so that "in brotherhood we stand" (Nigeria national Anthem).

### **Multilingualism: An Asset in Nigeria**

It is generally accepted or believed that Nigeria is a multilingual country. The number of Nigeria languages have been put at different figures by different authorizes. This has been also made explicit in Nigerian's first National Anthem "though tribe and tongue may differ". The aspect of this work gives a clear role of Nigerian Language in national unity and development. Multilingualism can be used as a powerful force for national building and national development contrary to serve beliefs. The government recognizes the whole language or language of immediate environment to be used in the first stage of social and educational life of human development.

The unique and possibly the most valuable attributes and behaviour which characterizes human beings language is so important in every individuals life that there is hardly any situation where it is not involved. "Meaning as intended here refers not only to the individual or collective interpretational values of signs (verbal or non-verbal), but also implicational derivational meaning but also which the masking prosperities of language make possible" Onuigbo (2018).

### **Education and Learning**

Language has been defined by Oxford Advanced learner's Dictionary as "the system of communication in speech or area" the use of language makes it easier for us to understand with every other field and person in the society. The National Policy on Education (1970 revised 1989) provided that for further life-long education all Nigerian language should be used.

The language provision of the (1977) National policy on Education is being presented thus:

- a. In addition to appreciating the importance of language in the educational process and as a means of preserving the people's culture the government considers it to be in the interest of national unity each child should be encouraged to learn the three major languages other than his / her own

mother tongue. In this connection the government considered the three major languages in Nigeria to be Hausa, Igbo and Yoruba (N P E Para 8)

- b. To achieve the above objectives, government will ensure that the medium of instruction will be principally the mother tongue nor the language of the immediate community; to this effect , the government will:

Develop the orthography for many more Nigerian languages and produce text books in Nigerian languages (N P E paragraph (3) pre-primary education). Government will see to it that the medium of instruction in the primary school is initially the mother tongue nor the language of the immediate community and at a later stage English (NPE paragraph 15(14)). The junior secondary school will be with prevocational and academic –the curriculum should be structured as follows: in learning two Nigerian languages of their own area in addition to any three main Nigerian languages, Hausa, Igbo and Yoruba subject to availability of teacher (NPE paragraph 1914).

### **Language in Higher Education**

The NPE is surprising silent on what should be the role of language in higher education in Nigeria although this stage like all the other ones is very crucial to language and educational development in the country. This laps notwithstanding, the role of language as media of instruction and subjects can be examined. It is inevitable that for a long to come, English will disputably be the medium of instruction in higher education in Nigeria. It has no rival among the indigenous languages which are still far from being able to accommodate the expression of modern scientific and technological concepts.

As a subject in higher education, English ought to serve in two different contexts, viz: the primary academic context Adejare (2012). The primary academic context refers to the question where English constitutes the subject matter of obtaining a certificate or degree in another academic field. The first context from the point of view of the University under graduates program could take the form of single Honours or combined Honours Degree programme.

In contrast, the second context from the same point of view of University undergraduate programme is what has been called use of English or “General studies course in English”. Although these contexts or programme of English studies feature prominently in the higher schools many of such programme are plagued are played with also inadequate provision of infrastructure, equipment and materials.

### **Language and Teaching**

There is no doubt that the formulation of the NPE has a lot of implication for teacher education in Nigeria. Teachers have to be provided to impact the required knowledge and skills to learners at the various level of educational system. Not only well trained to be able to impart sound knowledge to the pupils.

Here we shall put behind us the myriad of problem pertaining to language teaching and language in teacher education in Nigeria, Osuagwu (2019) press and make a few comments on the teacher education policy for the country. Paragraph 59; the NPE gives a list of six institutions which are required to give

the required professional training to trainees. The first institution is the Grade II teachers' colleges. The programme in the institution is now being reviewed as a result of the universal primary Education (UPE) scheme and the 3-3 secondary system.

The second institution is the advanced teachers' college and college of education. In the ultimate policy, this institution will award NCE to trainees who have completed a 3-year training following a 6-year secondary education. Teachers will be expected to teach in pre-primary and primary schools. The institutes of Education in the universities will be expected to train education graduate, graduate who will later teach in the secondary and technical schools. In the secondary kind, the institutes will, offer courses in education for non-education graduates who intend to become teachers.

### **Teaching**

The objective of adult and continuing education as contained in the NPE, paragraph 52 (a-c) are as follows:

- a. To provide functional literacy education
- b. To provide functional and remedial education for these young people who prematurely dropped out of the formal school system
- c. To provide further education for different categories of completers of the formal education system to improve their basic knowledge and skill.
- d. To provide in-serve on job, vocational professional training for different categories of workers and professional in order to improve their skills
- e. To give the adult citizen of the country necessary aesthetic, cultural and civil education for public enlightenment.

### **Language and Culture in Nigeria**

Language is culture and culture is language, the only creative property unique to human beings. "It is the only road to thinking which makes human possible" Onuigbo (2018). It is also the key to the heart of people and consequently their knowledge and treasures Egbokare (2021). From Whorf's claim that linguistic structure influences people's development of their society, one could extrapolate that socio linguistic structure influences people's development then languages of Africa actions must be well organized and developed from the societies to Elgin (2019). Culture is the people's life language is also a vehicle for the passage of cultural heritage from one generation to another. In other words language is the custodian of the culture and customs of society. It suffices to claim that understanding a language is government on its education policy emphasizes teaching and learning the three major Nigerian languages.

### **Lingual Cultural Varieties and Their Relevance for Development**

A lingual-cultural policy for national development recognizes three fundamental needs of nationhood:

- 1) The identification and positive development of the linguistic resources of a nation.

- 2) The identification and positive development of the cultural resources of the nation
- 3) An integrative (rather than separative) development of both the linguistic and cultural resources.

Three lingual-cultural varieties can be identified to serve the needs above: the monolingual-mono-cultural, bilingual-bicultural and multilingual-multicultural. The monolingual-monocultural variety typifies as society that has two predominant languages and cultures originated functionally just along many lines.

The bilingual-bicultural society reflects either a balanced or non balanced union of two monolingual communities in which the languages and cultures both communities are recognized. In a society having balanced bilingualism the two languages of its different communities. Example, English and French in Canada, French and Flemish in Belgium have equal official privileges irrespective of whether they are monolingual in either language or bilingual environment example. Ireland, Scotland and Wales, the status of the Irish Gaetic and Welsh language are capable to that of English, which is the second language of Britain.

Based on our discussion above the mixed- language nature of Nigeria can be utilized as policy for national development for the following reasons

- a. The variety like the monolingual-monocultural one, recognized the rich resources of indigenous languages which serves as a mother tongues of communities in the society.
- b. However, unlike the monolingual monoculture variety, it is recognizes another functional lingua culture which complements the mother tongue linguacultures above this second linguculture is identified as “second languages”.
- c. The variety can, in view of this diglossia propensity , operate in a multidialectal monolingual community to enhance assignment of roles to local and standard dialects, it can also view of its integrative property operates in a multilingual society to pool resources of languages hither to kept apart together.
- d. Lastly, the variety is sufficient for national development, but does not allow the individual(s) from development self (ves) through learning local adjacent and foreign languages other than their mother tongues and the second languages.

In Nigeria, bilingual-bicultual principle will involve the utilization of a mother tongue linguaculture. Example: Hausa, Igbo, Yoruba, Edo, Efik and Kanuri on the hand and English linguaculture on the other hand. Therefore, multilingualism in Nigeria has helped in propagating culture and the understanding and identifying of our cultural difference will bring national unity which can be achieved through the extensive use of the indigenous Nigerian Language.

### **Language and Religion in Nigeria**

After the colonization of Nigeria by the British in the early 20<sup>th</sup> century, the political influence was parallel by western British culture. The influence of Europe culture on the people was purposeful and unconscious. The conscious influence arose via the numerous colonial policies, administrative system and social behavior of Europeans copied by Nigerians. The unconscious influence came through the various media of western (formal) education and also through the gradual acquisition of European behavior and tastes. The English language was so valued that this led to the down-grading of indigenous languages by both their colonizers and colonized. The education system encouraged dominance of English and the European culture to the extent that education was equated with English. There was a widening gap between the language of the elite communication and that of mass comprehension. For example: while incentives were given to pupils, teachers and schools which excelled in the use of English, there was penalty in schools for pupils who spoke the “vernacular”, pupils used to play fines for breaching the code. As a key institution in the legacy of colonization, the western (English oriented) education holds the hope of advancement for people in an under developed economy. The scarcity and marketability of the commodities have made it a source of conflict and object of competition. English is undoubtedly the language used for sophistication commerce in the country. Sophisticated commerce includes trading that cuts across local and ethnic boundaries and take place at the national level.

Trade and commerce transaction that worth millions and billions of naira are carried out via english language. As an international language, English also provide the means of transactions for international trade in Nigeria. It is the language of Nigeria’s petroleum industry and many other industries of Nigeria’s exported and imported goods. There is also no doubt that Nigeria’s foremost trading partners are English-speaking societies. It has great connections with Anglo-phone nation of Africa, and it is a member of the common wealth of nations.

### **Language and Communication in Nigeria**

Communication has advanced over centuries. The sophisticated way which has characterized human communication in the modern world as the result of a very long sustained effort by human beings to move of the existence referring to the evolution, “As the world has advanced, the task of communication has become more complex...” in explaining this complexity Mac bride and colleagues Onuigbo (2018), has this to say,:

Though history, human beings have sought to improve their ability to receive and assimilate information about their surrounding and at the same time to increase the speed, clarity and variety of this method of transmission of information.

Communication is as old as humanity, the first human being to inhabit the earth lived in caves, they cooked and behaved more like apes. Thedevelopment of language was a turning point in the evaluation of communication.

### **Government Programmes and Languages in Nigeria**

Language policies in many countries in African state is the extreme multilingualism in African nation where different functions are assigned to different languages in communities. The national official and international languages are mostly foreign. Example English in Liberia, sierra Leone and Zimbabwe, French in Zaire , Gabon, cote D' Ivoire; Spanish in equatorial guinea and Arabic in Sudan and Entrea. In some countries two foreign languages are assigned national, official and international roles. Examples, Arabic and French in Moroccan, Mauritania, Algeria and Tunisia; Arabic and English in Egypt and Libya and French and English in Cameroon and Arabic speaking countries of Africa, Arabic services religious and poetical purposes. In some other countries, one or more indigenous languages are assigned national and international languages in Kenya and Uganda, Kirundi as national; language in Burundi, Amharic as national language in Lesotho; Afrikaans as official languages in South Africa and Hausa, Yoruba, Igbo as official languages in Nigeria. The above in indigenous languages are known languages spoken by the largest population in these countries. Other less prominent indigenous languages are restricted to informal use of these languages daily activities in the homes, work etc. On some of the African countries mentioned above, there is a clear formulation of language policy. Example: Tanzania, Ethiopia and Burundi, whereas in some other there is official equivocation and haziness. Example: Nigeria, this is a document or language(s) in the country. Instead, it derives from incidental occurrence of language provision in official documents on politics and education. Example, the constitution and the National policy on Education. Since most provisions on language policy is almost always considered within the frame work of educational systems and politics.

The educational language policy in English speaking African countries, with a special focus on Nigeria, can be described in three periods, Viz

#### **The Post Independence Era**

The missionary era between (1850-1920), formalized education in Nigeria was generally missionary. Initially, the basic aim of education was to read the Bible and become pastor, catechists, etc. was the missionaries that influenced the writing down of indigenous languages of Nigeria so that natives who are converts could read the Bible through them. The indigenous languages of the converted were also emphasized as the missionaries sought to understand them in order to communicate with the indigenous community. Toward the end of the 19<sup>th</sup> century, there was a new orientation concerning the aims of education. The local populace had to the desire to speak English like the white man, they wanted to learn to read books in English, particularly the Bible and they had he desire to get jobs in the mission. Thus, the education ordinance (1882) section 10.5 made English compulsory as a condition as for the award of government grants to proprietors of private schools in the country. Also, the education ordinance Amendment ordinance of (1830) indicated that:

1. Many hours be assigned to English per week in the school curriculum and
2. There be the practical necessity to know how to read and write English for Economic advantage, increase status and religions motive.

### **The Colonial Era**

The era which spanned (1920) and 1960) was an era of linguistic imperialism. Colonizers wanted only a limited spread of English among the social people, yet they had disregard for the indigenous languages. Merclaff, the first inspector of school on West Africa says:

These said (native) languages- (are) only interesting to the comparative philologist and never likely to become of any practical use civilization-the native must and will know English in spite of all well meaning but diseased notions, it is the language of commerce.

### **The British Government's Advisory Commission for Education in Africa**

The document affirmed the rightful place of indigenous languages at the primary level of education but noted three problems:

- Firstly, there was multiplicity of dialects of the same language, without standard orthography for such a language.
- Second, there are difficulties deserved in the training of teachers.
- Thirdly, there was the possibility of providing textbooks in all these languages.

The document also observed that there was a clash of interest between the desirability of mother tongue in primary school education and the aspiration of parents for English speaking children. It then recommended that the introduction of English in the curriculum should not be delayed, though it did not say exactly when the language should be introduced.

### **1946: Colonial African's Language of in African Education**

The memorandum specified when English should be introduced into the curriculum. It specified that all education from primary 1-3 should be carried out in the mother tongue; English serve as a subjects in primary 4 and English should be serve as medium of instruction for selected subjects in primary 6. English should serve as medium of teaching all subjects in higher education.

The content of the above policy was not really followed because Africans wanted English to be introduced earlier. In cosmopolitan centre where large ethnic groups mix, English was sometimes introduced in primary 1.

### **1971: National Workshop on primary Education**

The report of the language group in Nigerian languages influenced the formation of Universal primary Education (UPE) syllabus.

The Grade II teachers syllabus for ((UPE) was laid down at this workshop. Also lay down were syllabus for teaching some languages and the methods- English, English language, Arabic, Edo, Erik, Hausa, Igbo and Yoruba. These form the background to the 1977 NPE which se shall dwell on later in this study.

### **Research**

The linguistic border lines and whose speakers inevitably have to acquire more than one particular language for survival. But the principle languages in Nigeria are Hausa, Igbo, and Yoruba. But the phenomenon is not as simple as

that. There are majority-minority indigenous languages. For the minority indigenous: gives a rough index of their number as 396.

According to him, the major minority languages are given about 12 in number: Fulani, Kanuri, Tiv, Nupe, Jukun, Ebirá, Edo, Ibibio, Idoma, Ijaw , Efik and Uho. The population of the speakers of each of them is put as ranging between 2 to 8 million people.

### Population

The research focused population on students English department Madonna University Okija , Nigeria. Out of the one hundred (100) copies of a questionnaire, all respondents responded to the questionnaire. From the hundred percentages (100%) the number male respondents recorded forty (40) while that of the female was sixty (60). from the interaction and the outcome of the research work there was no recording of any language barriers or difficulty.

### METHODOLOGY

The data gathered were arranged into frequency tables and later, simple percentages were used to analyze the results based on the question.

Example:

Response 100  
Total number of respondents 1

### RESEARCH RESULT AND DISCUSSION

This chapter is based on the outcome of the questionnaire distributed , analyzed and discussion obtained from the response gotten from questionnaire administered.

Table 1. Question 1

1: How many Nigerian languages can you speak?

Options	Responses	Percentage %
1	0	0
2	40	40
3	40	40
4	20	20
<b>Total</b>	<b>100</b>	<b>100</b>

From the information shown above, it indicates that none of the respondents speak only one language, out of 100 responses, 40 (40%) speaks only one language out of 100 responses, 40 (40%) speak two languages or rather are bilingual in nature while 20 (20) respondents speaks 3 languages and 20 (20%).

Table 2. Question 2

Which of these major languages belong to your tribe?

Options	Responses	Percentage %
Yoruba	40	40
Igbo	40	40
Hausa	20	20
<b>Total</b>	<b>100</b>	<b>100</b>

This analysis of the above data shows that the respondents represent the major three languages spoken in Nigeria. From the data, the Yoruba speaking group is 40% that is 40 respondents, the Igbo speaking group has 40 respondents that is 40% of the total respondents, while that of the Hausa group has 20. With this illustration it indicates that Nigerian is a multilingual nation where other people's language is recognized.

Table 3. Question 3

Who do you prefer?

Options	Responses	Percentage %
A monolingual	20	10
A bilingual	35	30
A multilingual	45	60
<b>Total</b>	<b>100</b>	<b>100</b>

Based on data analyzed above, it shows that the knowledge or ability to speak more languages in Nigeria helps in one's communication ability.

Table 4. Question 4

Is the idea of using more languages of advantage or disadvantage?

Options	Responses	Percentage %
Advantage	90	80
Disadvantage	10	20
<b>Total</b>	<b>100</b>	<b>100</b>

The data indicates that it is detrimental to be monolingual since out of the 100 responses 90 (80%) agree that it is advantageous to be multilingual.

Table 5. Question 5

Is multilingual of any good to Nigeria?

Options	Responses	Percentage %
Yes	85	83.3
No	15	16.7
<b>Total</b>	<b>100</b>	<b>100</b>

The responses from the data above, show that in a country like Nigeria Multilingual has a good and vital role to play that a multilingual find him/herself more comfortable in the Nigerian situation that is why 85 out of 100 of the respondents agree to this. However, the 15 other respondents which makes up only 16.7% of the total respondents see it otherwise.

Table 6. Question 6

Does it (multilingualism) make any sense in the case of religion?

Options	Responses	Percentage %
Yes	60	80
No	40	20
<b>Total</b>	<b>100</b>	<b>100</b>

The above data indicate that it is only 40 (20%) respondents that disagree with the idea that multilingualism makes sense in the study of religion. While 60 respondents affirmed this, which indicates that it makes people closer to their God in different ways.

Table 7. Question 7

Does multilingualism promote Nigeria socially?

Options	Responses	Percentage %
Yes	90	70
No	10	30
<b>Total</b>	<b>100</b>	<b>100</b>

From the above data, a total amount of 70% of respondents say that multilingualism has positive impact while 30% went against the idea that multilingualism does not promote Nigeria socially.

Table 8. Question 8

Does multilingualism promote national unity in Nigeria?

Options	Responses	Percentage %
Yes	90	70
No	10	30
<b>Total</b>	<b>100</b>	<b>100</b>

Based on the above data shows how multilingualism other has in one way or the other promoted national unity.

## CONCLUSIONS AND RECOMMENDATIONS

It is agreed that a country like Nigeria is a multilingual nation. due to the estimation that there is no reason to require the planning of languages for national development to be based on the requirement of western style parliamentary or democracy, in fact some of the successful decisions in the involvement on Nigerian languages in national development have been taken under peculiar and non definite style.

The study therefore highlighted the language nature of Nigerian society which made this to become an important especially as the way the society is in terms of communication English language and the indigenous languages. It found that the English language occupied a important place Nigerian socio-economic educational lives of the country. Since, we have all known and believe it that our languages in Nigeria have always been great of which many people have in one way or another spoken.

### Recommendation

The aim of this research work is to help us to know the value of multilingualism in a specific country in the study of Nigeria and the manner by which multilingualism has helped in the development of our country.

The importance of multilingualism in our contemporary age or time cannot be over emphasized. Although there are languages that have in one way or the other play some significant role in the upliftment of this country.

A major focus of mutual co-operation and the living a unity -live intergroup relationship is what multilingualism in Nigeria is striving or aiming at, meanwhile it has been agreed by language experts that government is doing enough or meeting up to expected standard for Nigerian languages, the role of languages in any national development can be seen in form of the idea of "banking" whereby the money is kept in your account the more interest it brings or like a business woman, the more she struggle to earn more money is her working hard.

On the part of our government, they should try and invest in language by making people to have its proper planning, but also because of the social turmoil which can arise if ignored. The process of searching for our political future lies in the examination has revealed that the handling of the language problem has been grossly inadequate. Therefore they should not just leave like that but rather should just be taken proper care of.

The linguists and linguistics have a major role to perform in bringing total realization of the multilingual policy in Nigeria to limelight. They should be given the correct assistance needed to mobilize in the development of the various gifted tongues in the form of standardization of orthographies, provision of pronunciation guides description of language at both phonological, syntactic and semantic and levels and putting the languages into that can be written, this can only be possible through the mother tongue on indigenous languages.

### **ADVANCED RESEARCH**

In writing this article the researcher realizes that there are still many shortcomings in terms of language, writing, and form of presentation considering the limited knowledge and abilities of the researchers themselves. Therefore, for the perfection of the article, the researcher expects constructive criticism and suggestions from various parties.

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