A SOCIOLINGUISTIC INVESTIGATION INTO THE
PROBLEMS OF IGBO STUDENTS’ USE OF ENGLISH IN
ORAL COMMUNICATION

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ABSTRACT

The main purpose of language study is to enable one communicate either in one’s native or foreign language. Through language study, one may reach a better understanding of how the human mind produces and processes language. English language is the most popular language spoken all over the world. As a language used for wider communication in many countries including Nigeria, its teaching and learning at various schools demand adequate attention. In second language learning, the most difficult task or problem facing the learner is how to master or grasp the language rules for the development of communicative competence. Considering the roles of English Language as our lingua franca and its unifying force which it exerts on Nigerian society as a whole, the researchers become worried about the poor performance of students of Igbo origin (especially those of them that are of rural origin) in spoken English/Oral Communication. Hence, the option to embark on this study.

The study therefore is aimed at discovering the sociolinguistic problems surrounding the Igbo students’ use of English in oral communication. The study was carried out in Aguata Zone of the State Education Commission, in Anambra state. Questionnaires were constructed and given to students to fill for data collection. The data supplied were carefully analysed and the possible degrees of the effects of the variables on students’ oral speeches were determined. The results were presented in tabular forms using the simple percentile rank, for easy comparison of the frequency counts of the responses for each variable.

The results revealed among other things that many sociolinguistic factors adversely affect the Igbo students’ use of English in oral communication. Among all the factors elicited, the environment in which the school is located tops the list with 200 respondents out of 250 (80%), while lack of incentives from the present
examination body, exerts the least influence. Finally, educational implications of the findings were highlighted and certain measures were equally recommended to surmount the problems. The study concludes that a social interpersonal and cultural dimensions should be recognized as much as syntax, semantics and phonology, at all levels in second language teaching.

Chapter One

1.0 Chapter One

1.1 Background Study

1.1.1 English Language in Nigeria

1.1.2 The Case of Anambra State

1.2 Statement of Research Problem

1.3 Purpose of The Study

1.4 Significance of The Study

1.5 Scope of The Study

1.6 Research Questions

Chapter Two:

2.0 Literature Review

2.1 Introduction

2.2 Theoretical Studies

2.2.1 Communicative Competence /SocioLinguistic Competence

2.2.2 Communicative Language Testing