

LANGUAGE AS A TOOL FOR ACHIEVING MDGs: THE NIGERIAN SITUATION

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ABSTRACT: *This paper examines the need for language in achieving the Millennium Development Goals (MDGs). It particularly looks at Nigeria situation in this respect; that is the inputs of Nigerian indigenous languages to achieving MDGs. The study adopts a quantitative method of data analysis. Eradication of poverty and hunger; universal primary education; gender equality; reduction of child mortality; improving maternal health; combating HIV/AIDS and other diseases; sustainable development; global partnerships cannot be properly achieved without the inputs of language. And the language(s) people speak (their mother tongue) is in the best position in this wise. Although Nigeria is a multilingual nation, her ethnolinguistic diversities should be seen as a resource for sustainable human and national development. This is because different people from different ethnolinguistic groups can be educated and/or trained in their own languages about the benefits of MDGs, and their diverse contributions toward achieving these goals will be vitally important. The place of language in any form of developmental struggle or initiative cannot be compromised. Language is, therefore, a good tool for achieving MDGs.*

KEYWORDS: Language, MDGs

INTRODUCTION

The Millennium Development Goals (MDGs) are a pair of concerned aspirations and struggles which a group of None – Governmental Organizations (NGOs) put in place in the year 2000 in conjunction with United Nations toward making the world a more sustainable place for man kind. Human existence has been hampered by a good number of natural disasters or havocs to the extent that man is perpetually placed on the edge of a precipice knowing not or little about when he will fall. There is a need for man, therefore, to sit up and face the challenges that may befall him or his society. These challenges may be poverty, hunger, illiteracy, inequality, immorality, diseases, unemployment, underdevelopment, conflicts, among others.

To eradicate these challenges, eight (8) MDGs were designed. They are:

- (i) To eradicate poverty and hunger.
- (ii) To achieve universal primary education.
- (iii) To promote gender equality and empower women.
- (iv) To reduce child mortality rate.
- (v) To improve upon maternal health.

- (vi) To combat HIV and AIDS, malaria and other diseases.
- (vii) To ensure sustainable development and
- (viii) To foster global partnerships for development (UNESCO, 2012).

Language input is crucial to achieving the above MDGs. There is no human society without language. Every human child, unless physically or mentally challenged, receives education from nature and society constituting its environment via language. Language is an indispensable tool for nation building and human development. It is a medium by which man communicates his feelings, emotions, ideas and desires through vocal symbols, and it is “the most necessary and intricate part of all social skills” (Agbedo, 2000: 1). One important question in this respect is: what makes language so necessary that development cannot be achieved without its input? The simple answer is its nature and the roles it plays in society (Sapir, 1929).

One of the most important elements of the nature of language is that it is a system of signs. And languages are similar because each is a system of signs for encoding meanings and the realities of the world (Saussure, 1959). However, language is culture specific; each language is systematically different from others because the way language ‘A’ arranges its symbols or signs to encode meanings may be different from the way language ‘B’ does its own (Greenberg, 1956; Lado, 1957). Sapir (1929) says that every language is an efficient tool for encoding the peculiarities of the particular environment where it is spoken. Bodomo (1999) avers that language is a repository of the world-view of its speakers; the socio cultural, political and economic stance of any society are embedded in the belief and value systems of such a society, and language is a mechanism through which such beliefs and values are achieved.

Language helps in the development of intelligence and thought patterns which enable individuals to express their creative potentials which further contribute to the development of any society. In the area of physical and moral instructions, language is veritable because it is the means through which effective communication or interaction is achieved (Eyisi, 2004). Language is an important variable in developmental processes. The indigenous language(s) of a particular society or nation is very important in any developmental struggles of that society.

MDGs cannot be adequately achieved in Nigeria without the inputs of Nigerian indigenous languages. A Fulani-nomad or farmer from the Northern region of Nigeria, for instance, prefers listening to instructions in the Fulani or Hausa language to English; a market woman from the West also wants her transactions be done using the Yoruba language; a business man from the East prefers using Igbo/ Pidgin to lure his costumers into buying his goods. Peoples’ world-view is, no doubt, entrusted and enriched in their language. In line with the above, Adenipekun (2010) observes that people (children especially) learn fast in their mother tongue or first language because the stress of translation which may arise in the case of using second or foreign language will be ruled out totally. To achieve MDGs in Nigeria, therefore, Nigerian indigenous languages should be employed, and that is the focus of this study.

Purpose of the Study

The general purpose of this study is to draw the importance of indigenous Nigerian languages in achieving MDGs. The study will examine:

- (i) the place of language in achieving MDGs
- (ii) the roles of indigenous Nigerian languages towards achieving MDGs
- (iii) issues on ethnic and linguistic diversities in Nigeria in relation to achieving MDGs in the country.

Research Questions

The following research questions are crucial to the achievement of the purpose of this study:

- (i) To what extent is language important in achieving MDGs?
- (ii) What are the roles of indigenous Nigerian languages in these developmental struggles?
- (iii) To what extent can it be justified that the multilingual situation in Nigeria is a bane to achieving MDGs in the country?
- (iv) How can it be proved that the language situation in Nigeria improves upon achieving MDGs in the country?

METHODOLOGY

A total of 60 subjects were chosen for the study (30 males and 30 females); this was to give equal opportunities to both genders. The subjects were all students of Linguistics from the Department of Linguistics, Igbo and other Nigerian Languages, University of Nigeria, Nsukka. The choice of this particular group of people (Linguistics Students) was born out of the fact that they have linguistic backgrounds and would be in a better position to supply us with reliable information. Primary data were gathered from our respondents through questionnaire. A total of 60 questionnaires were distributed to the respondents within one (1) month but 58 of them were completed and returned after two (2) months. And the information and/or data got from the respondents were analysed quantitatively based on the completed and returned questionnaires.

Results

The information got from our respondents through questionnaire are presented and analyzed quantitatively in the tables below:

Table 1: The importance of language in achieving MDGs

Language is a tool through which the eight goals of MDGs can be achieved as enumerated in table 1. (A: Agree, SA: Strongly Agree, DA: Disagree, SD: Strongly Disagree) (N- 58)

	A	SA	DA	SD
(i) Eradication of poverty and hunger.	35 60.34%	15 25.9%	1 1.7%	7 12.5%
ii. Achieving universal primary education.	15 25.9%	40 68.9	3 5.2%	0 0.0%
iii. Promotion of gender equality and empowering women.	28 48.3%	20 34.5%	7 12.5%	3 5.2%
iv. Reducing child mortality rate.	36 62.1%	12 20.7%	8 13.8%	2 3.5%
v. Improving upon maternal health.	28 48.3%	21 36.2%	2 3.5%	7 12.5%
vi. Combating HIV and AIDS, malaria and other diseases.	26 44.8%	23 39.7%	7 12.5%	2 3.5%
vii. Ensuring sustainable development.	14 24.1%	37 63.8%	4 6.9%	3 5.2%
viii. Fostering global partnerships for development.	17 29.3%	39 67.2%	2 3.5%	0 0.0%

Table 2: The roles of indigenous Nigerian languages in achieving MDGs (N- 58)

	A	SA	DA	SD
i. Proper development of Nigeria economy is greatly dependent on proper utilization of her indigenous languages.	15 25.9%	40 68.9%	3 5.2%	0 0.0%
ii. To achieve universal primary education in Nigeria, our indigenous languages must be harnessed.	25 43.1%	30 51.7%	3 5.2%	0 0.0%
iii. Technologically, Nigerian indigenous languages play great roles in Nigeria and this can reduce poverty and hunger in the country.	35 60.3%	15 25.9%	5 8.6%	3 5.2%
iv. In the area of health, a good number of diseases can be cured by roots and herbs and this is properly administered with the help of our indigenous languages.	20 34.5%	15 25.9%	13 22.4%	10 17.2%
v. The richness in Nigerian culture(s) can be exhibited through our indigenous languages and this can further lead to global partnerships for development.	28 48.3%	30 51.7%	0 0.0%	0 0.0%

Table 3: Language situation in Nigeria and MDGs

(N- 58)

	A	SA	DS	SD
i. The multilingual situation in Nigeria facilitates MDGs' developmental targets in the country.	25 43.1%	10 17.2%	20 34.5%	3 5.2%
ii. The ethnolinguistic crisis in Nigeria disrupts MDGs' targets in the country.	30 51.7%	20 34.5%	4 6.9%	4 6.9%
iii. Inconsistency in language policy in Nigeria is a problem to achieving MDGs in the country.	20 34.5%	11 18.9%	19 32.8%	8 13.8%
iv. It is difficult to achieve development in a country with ethnolinguistic diversities such as Nigeria.	11 18.9%	3 5.2%	30 51.7%	14 24.1%
v. Unless one Nigerian indigenous language is elevated to the status of an official language in the country, the issue of development in this part of the world continues to be a mirage.	8 13.8%	4 6.9%	16 27.6%	30 51.7%

DISCUSSION

This section is sub-headed into three: language and the MDGs, the roles of indigenous Nigerian languages in achieving MDGs and language situation in Nigeria and MDGs. The discussion is, therefore, tailored towards answering our research questions.

Language and the MDGs

People communicate, share meanings and their experiences through language. The sense of individual and communal identities is rooted in one's language. Language is, therefore, vitally important to man. The loss of one's language and culture may lead to human and social costs which are poverty, poor health, drug and alcohol abuse, family violence and suicide (Romaine, 2010). In table one, for instance, 35 respondents representing 60.34% of the total number of our respondents agreed that eradication of poverty and hunger is possible in Nigeria if amongst other things our indigenous languages are properly harnessed. A good number of the respondents also strongly agreed that language is a tool for achieving other goals of MDGs in Nigeria.

Mitchell (2009) says that the recognition of people's language(s) is an important step for tackling poverty and hunger. He maintained that such recognition is an important move away from "top down" approach to development to participatory development approach which properly brings development and improves upon both the short- and long- term human and national development. Adequate participation is based on effective communication which means involving the language(s) people actually speak. This requires consideration and planning at both policy formulation and implementation levels. And policy makers who understand the roles language plays in society help to create better linguistic development planning.

Education is, no doubt, one of the most important mechanisms for people to shed off their poverty, and a good basic education is the first step. A good number of children find it difficult to learn in languages other than their mother tongue. According to Pinnock and Vijayakumar (2009), any school systems that do not recognize learner's own languages or respect their cultures make it difficult for them to stay in school and learn. Pinnock and Vijayakumar (2009) say that mother tongue-based multilingual education has the following advantages: children receive a good foundation; they perform better; fewer children repeat grades; fewer children drop out of school; they have more family support; cycles of exclusion are ruled out. In essence, any national education policies that give attention to the mother tongue in the bid to improving quality and access education are in the political and economic interests of countries which have high levels of linguistic diversity and/or complexity.

The most marginalized people the world over are women. In a nation where there are many ethnic groups, women from minority groups are often excluded from economic and political opportunities which ordinarily would have improved upon their situation. They suffer discrimination based on gender, ethnic and linguistic diversities at the same time (Organization for Economic Co-operation and Development, 2010). However, the ability to access education and information in their own native languages is vitally important for the empowerment of women. Benson (2005) says that from researches into bilingual education in Africa and Latin America, girls who learn first in their mother tongue or first language stay longer in school, and are said to be good students. To achieve development goals, women's immediate situation is vital. Women's literacy in their own mother tongue in addition to their livelihood initiatives enhances the economic and political positions and their decision-making abilities both at home and in society at large. Women's lives can, therefore, be improved upon at a rapid rate by literacy programmes which focus on local languages. And that is why Colle (2007) says that information and communication technologies (ICTs) aid the empowerment of women if they are effectively used in local contexts and in local languages.

The health and life prospect of women and children who are vulnerable are of ultimate concerns to MDGs. Many women and infants suffer from pneumonia, malaria, diarrhea, measles, HIV/AIDS etc. And malnutrition is said to be the main cause of half of the deaths of women and children. Most of these deaths are preventable but insufficient care during pregnancy and delivery sometimes barricade such prevention (UNICEF on MDG 5). Many lives can be saved if women receive better information on nutrition, breastfeeding and health in a language that is 'closer' to them. In table 1 (iv), for instance, 36 respondents representing 62.1% of the total respondents agreed that child mortality can be reduced in Nigeria through proper communication in our local languages about the health of children. In South-East Asia, many ethnic minority individuals see language as a barrier to have access to health services because in the hospital patients and health providers need to communicate intelligibly in the language that is familiar to both of them (Asian Development Bank, 2001). That is to say that for patients to develop a sense of trust in health providers, there must be mutual interaction and/or communication between them. The place of language in national health policies and strategies is, therefore, very important in that all people (citizenries) including women who are marginalized will be adequately reached.

To improve upon the lives and prospects of people, preventable diseases must be tackled. It was estimated in 2010 that 34 million people were living with HIV and AIDS worldwide, and half of them were women (AVERT, 2010). The cases of malaria related deaths are not excluded; 247 million deaths as a result of malaria infection were reported in 2008, and 20

percent of these deaths was found in Africa especially among children (World Health Organization, 2011). Lack of information has contributed a lot to these health challenges. People in ethnolinguistic minority regions are often mostly vulnerable to HIV and AIDS, malaria and other health related problems as a result of lack of adequate provision of information in their own languages (UNESCO, 2010). Using the peoples' language, communication strategies which can improve their health challenges will be designed. Messages that are understandable, relevant to the target audience, based on available evidence, appropriate to the local culture, and in local languages can make a way in this respect (UNAIDS, 2011).

Sustainable development cannot be achieved without the input of language. There are many regions or countries of the world that are rich in both human and natural resources, and biodiversity, their cultural and linguistic diversities notwithstanding. Indonesia, for instance, has over 700 languages yet one of the world's leading biodiversity. With more than 200 languages, Brazil has great potentials in plants, mammals, reptiles, birds, fish and ecosystems (Romaine, 2010).

Also important to enhancing policies and practices toward achieving MDGs are global partnerships. These will harness the potentials of nations, institutions and civil societies. Information and communication technology (ICT) can help to build these partnerships. At present, mobile telephones and the internet have improved upon communication efficiencies around the world. And many fields such as health, education, poverty reduction, security etc are growing fast with the help of the new ICTs. Sharing of knowledge and information in pursuit of development goals, and partnerships between public and private sectors in the modern time are highly dependent on ICTs. ICT has made even the so-called rural minorities to have a sense of belongings in the scheme of things in all spheres of human endeavours. This is because developing and providing materials and software in our local languages bring about participation and inclusion of minorities (United Nations Global Alliance for ICT and Development, 2009). It, therefore, means that national ICT policies that recognize the localization of materials and software can make a way for inclusion of all groups, including rural and/or minority population, in health, education, decision-making, security, poverty eradication, tackling corruption etc.

The roles of indigenous Nigerian languages in achieving MDGs

On the roles of indigenous Nigerian languages in achieving MDGs in Nigeria, 40 respondents representing 68.9% of the total number of the respondents supported the fact that the development of Nigerian economy is greatly dependent on proper utilization of her indigenous languages. Also, 30 respondents representing 51.7% of the total number of the respondents strongly agreed that the richness in Nigerian culture(s) can be exhibited through her indigenous languages which can further bring global partnerships for development.

If science, technology and economic development are to be linked together for the purpose of sustainable national development, then the community must participate in the developmental debate. This debate cannot be done in a second or foreign language. The use of second or foreign language may result in aping or borrowing technology, but does not lead to the development of problem solving technology suitable for a particular situation. Appropriate technology results from the interaction of science with society, and society and its language(s) are inseparable. Many languages of a multilingual society must be exploited

towards opening up channels of multilingual communication. This, amongst other things, is the way to ensure coordinated national and human development.

It is, therefore, the intention of Nigerian linguists that if our indigenous languages are explored as our languages of science and technology, our economic and linguistic potentials will be greatly advanced. "Since our indigenous languages embody our indigenous technology, it is important that the curriculum of language study should have sections which deal with the study of scientific technological concepts, particularly those deriving from the language under study" (Uguru, 2007:105). According to her, the Igbo have their own traditional ways or processes of soap making and preservation of perishable goods. Aziza (1999) puts forward that indigenous language study can be employed to bring forth information on areas like traditional medicine, food technology and traditional food preservation. These are, amongst other, areas that can be harnessed through proper language study.

The Igala, for instance, have their traditional ways of preserving cassava (fufu), beans, yam, fish etc. They also have their traditional ways of healing sickness and/or wounds. The people of Oboyo clan of Ayeke village in Ibaji Local Government, Kogi State, for instance, are gifted in healing all kinds of broken bones and wounds with ordinary leaves and roots. All these things are best interpreted in our indigenous Nigerian languages. This is applicable to all other parts or regions of Nigeria. The Fulani women have a traditional method of milk processing. Most of these women according to Ali, Kaul and Atala (1991) cited in Uguru (2007), had little or no western education. What this means is that only an improved study of the indigenous language (Fulani) embodying traditional milk production skill can preserve as well as improve upon this process.

Promoting our languages implies promoting and developing our culture in particular and nation in general. Today, Nigerian indigenous languages such as Yoruba, Hausa and Igbo are being spoken in many parts of the world. We can now listen to news in Hausa on BBC, and this is a tremendous achievement. Some of our literary scholars can now write in our indigenous languages, telling the world that we can express our thoughts, feelings and emotions unreservedly in our local languages. This they do to show the pride and dignity of Nigeria as a nation via her multilingual status which should be seen as a blessing rather than an element of disintegration.

There has been a persistent tendency among our political elites to 'elaphantize' the level and rate of detribalization and the subsequent emergence of Nigerian nationhood. The question of nationhood, therefore, "lives much to be desired" (Lagi, 2005:122). The argument among social scientists is that, industrialization and urbanization can drastically demolish tribal structures and override tribal isolation. Demolition of communal tribal structures, national consolidation and national integration are contradictory processes parallel with the growth of national and state consciousness.

It is crystal clear and evident that one understands particular concepts better when one is taught in one's mother tongue (Pinnock and Vijayakumar, 2009). The need for the use of Nigerian language(s), to educating our children therefore, should not be thrown aside. Some people, even though they have gone through formal education via the medium of foreign language, say, English, cannot make meaningful impact to the development of the country. The same people had they been educated through the medium of their mother tongue, could

easily and better understand scientific terms and technological processes and would be able to contribute to the development of their society. “For instance, a traditional doctor who has attended only adult education classes can write a traditional medical treatise in his local language, a task that will be impossible for him to accomplish in a foreign language” (Ezikeojiaku, 2007:118).

In the same vein, a talented automobile mechanic, a porter or a shoe mender, who has been orientated in his mother tongue or LI, can contribute greatly to his trade, which also affects directly or indirectly the economic development of the nation. The use of local languages improves upon local science and technology because the problem of meaning will be reduced, and illustrations will be based on those things experienced around us. Using indigenous languages also brings scientific activities close to every members of our society; it informs increase in the level of scientific investigation.

One notable factor that has been hindering the economic and technological development of Nigeria is the ever traumatic concept “neo-colonialism”, a system that has made it almost impossible for the Nigerian economy to grow fast. What aided, and still aiding neo-colonialism in Nigeria is the use of the English language to the detriment of Nigerian indigenous languages. With full attention to indigenous languages, Nigeria will rely her industrial development on what she has rather than on her gusto and salivation for imported foreign products. Using Nigerian languages will help Nigerian scientists to research into our local products, which will further become the foundation of our industrial growth.

The Biafrans, during the Nigerian Civil War, relied on their own resources and language. They were able to fabricate their own local land mines, ‘ogbunigwe’ rockets, *utaoku* and refineries etc (Ezikeojiaku, 2007). That means Nigeria has great potentials to developing her natural and human resources on her own even though global partnerships are important. From the above discussion, one can unreservedly assert that MDGs will be adequately achieved in Nigeria if Nigerian indigenous languages are involved.

Language situation in Nigeria and MDGs

Nigeria is a multilingual nation. She has over four hundred and fifty (450) languages as estimated by Bamgbose (1971). But a foreign language, English is still being recognized as the country’s official language after five decades of her independence. Although the three so-called major languages, Hausa, Igbo and Yoruba are constitutionally recognized as Nigerian national languages, they are not fully officially used in all spheres of the country’s scheme of things, thus English continues to dominate them formally. And in the recent time, French, another foreign language, is gaining a veritable status in Nigeria informal and formal scenes.

In order to avoid confusion that may arise from the status and classification of Nigerian languages, they are grouped into major, main and small group languages. The major languages include Hausa, Igbo and Yoruba; the main languages are Tiv, Ijaw, Igala, Ibibio, Edo, Efik, Fulfulde, Kanuri etc; the small group languages include Ibirra, Basa, Igede, Isoko, among others (Bamgbose, 1991). This classification is based on population and recognition of speakers of such languages in the state(s) where they are spoken (Agheyisi, 1984; Jibril, 1990) in Omachonu (2000). Fear of domination has been the major reason why Nigeria is yet to choose an indigenous language as her official and/or national language, hence the continuous reference to English as her official language (Ikima, 2012).

One may ask if the developmental target of MDGs can be achieved amidst these diverse languages in Nigeria. In table 3, for instance, 30 respondents representing 51.7% of the total number of the respondents disagreed to the claim that it is difficult to achieve development in a country with ethnolinguistic diversities such as Nigeria. However, 30 respondents representing also 51.7% of the total number of our respondents supported the claim that the ethnolinguistic crisis in Nigeria can disrupt MDGs' developmental target in the country. Sustainable development needs collective participation of all groups, ethnolinguistic diversities and/or minorities notwithstanding. This is because language has vital roles to play in the developmental struggles of the MDGs. Although minorities' distance from the world's centers make them vulnerable to exclusion and marginalization, they are still vitally important to sustainable development (Lagsus, 2008).

Uguru (2008) says that the multilingual situation of Nigeria has over the years generated linguistic rivalry; there is a struggle for whose language will be chosen as the official or national language of the country. Agbedo (2007) links linguistic rivalry in Nigeria to lack of effective and sustainable language planning and policy. He says that a trilingual language policy which constitutionally recognizes Hausa, Igbo and Yoruba as national languages cannot work in a multilingual nation like Nigeria.

With the multilingual nature of Nigeria, there is every need for an adequate and acceptable national language policy which puts all the ethnic groups and regions of the country into consideration. The sense of collective struggle and participation can only be attained linguistically if the attentions of all the ethnic groups in Nigeria are drawn, and their interests represented in language policy. The fact remains, therefore, that if ethnolinguistic crises in Nigeria can be managed, ethnic and linguistic diversities in the country become good tools for achieving MDGs.

CONCLUSION

This paper has studied the importance of language towards achieving MDGs. It focuses mainly on the relevance of Nigerian indigenous languages to achieving these goals. It is vitally important to note that the inputs of language, especially those of our local languages to MDGs are illuminating in this direction. If Nigeria, therefore, can rely on her indigenous languages, do away, to some levels, with her so much dependence on western languages and/or cultures her developmental struggles in conjunction with MDGs will become a reality. This, however, requires critical planning, self-reexamination and sacrifice.

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APPENDIX

Questionnaire

Section A: Demographic Data

Tick (√) appropriately

(a) Nationality: Nigerian Non-Nigerian

(b) Sex: Male Female

(c) Age: 15-20 20-25 25-30 Others

(d) Marital Status: Married Single

(e) Tribe: Igbo Hausa Yoruba Others

(f) Can you speak your native language? Yes No

(g) If yes, to what extent? To some extent To great extent

Section B: The importance of language in achieving MDGs

Language is a tool through which the eight goals of MDGs as itemized in the table below can be achieved. (Tick appropriately-A: Agree, SA: Strongly Agree, DA: Disagree, SD: Strongly Disagree)

	A	SA	DA	SD
(i) Eradication of poverty and hunger.				
ii. Achieving universal primary education.				
iii. Promotion of gender equality and empower women.				
iv. Reducing child mortality rate.				
v. Improving upon maternal health.				
vi. Combating HIV and AIDS, malaria and other diseases.				
vii. Ensuring sustainable development.				
viii. Fostering global partnerships for development.				

Section C: The roles of indigenous Nigerian languages in achieving MDGs

	A	SA	DA	SD
i. Proper development of Nigeria economy is greatly dependent on proper utilization of her indigenous languages.				
ii. To achieve universal primary education in Nigeria, our indigenous languages must be harnessed.				
iii. Technologically, Nigerian indigenous languages play great roles in Nigeria and this can reduce poverty and hunger in the country.				
iv. In the area of health, a good number of diseases can be cured by roots and herbs and this is properly administered with the help of our indigenous languages.				
v. The richness in Nigerian culture(s) can be exhibited through our indigenous languages and this can further lead to global partnerships for development.				

Section D: Language situation in Nigeria and MDGs

	A	SA	DS	SD
i. The multilingual situation in Nigeria facilitates MDGs developmental targets in the country.				
ii. The ethnolinguistic crisis in Nigeria disrupts MDGs' targets in the country.				
iii. Inconsistency in language policy in Nigeria is a problem to achieving MDGs in the country.				
iv. It is difficult to achieve development in a country with ethnolinguistic diversities such as Nigeria.				
v. Unless one Nigerian indigenous language is elevated to the status of an official language in the country, the issue of development in this part of the world continues to be a mirage.				