

Nwodo Mary Ngozi, 2018

Volume 4 Issue 2, pp. 1664-1689

Date of Publication: 31<sup>st</sup> October, 2018

DOI-<https://dx.doi.org/10.20319/pijss.2018.42.16641689>

This paper can be cited as: Nwodo, M. N. (2018). *Language Arrangement and Globalization of World Languages with a Special Emphasis on Nigeria* (Ref No 556). *PEOPLE: International Journal of Social Sciences*, 4(2), 1664-1689.

This work is licensed under the Creative Commons Attribution-Non Commercial 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc/4.0/> or send a letter to Creative Commons, PO Box 1866, Mountain View, CA 94042, USA.

## **LANGUAGE ARRANGEMENT AND GLOBALIZATION OF WORLD LANGUAGES WITH A SPECIAL EMPHASIS ON NIGERIA (Ref No 556)**

**Nwodo Mary Ngozi**

*Federal University, Ndufu Alike Ikwo, Abakaliki, Ebonyi State, Nigeria*  
[ngozinwodo@gmail.com](mailto:ngozinwodo@gmail.com)

---

### **Abstract**

*Motivation: This millennium constitutes an important context for any analysis or any intervention in policies of language at the level of states and regions and globally worldwide.*

*Objectives: The objectives of this work were to examine the concepts of expansion or limitation of language planning and language policy and the scope of such concepts in specific linguistic situations such as in Nigeria with international languages.*

*Methodology: It describes the hierarchy and functioning of languages in the world and in Nigeria in particular. It also focuses on the two strongest trends characterizing the current dynamic: the displacement of minority languages as the case in Nigeria and the expansion of English, French and Chinese as the sole world languages. In addition, this article studies the main strategies employed by various actors to oppose these trends, including in particular the representatives of the major national languages such as Igbo, Yoruba, Hausa in Nigeria as an example, whose presence is threatened in several strategic geographical areas.*

*Findings: The reinforcement of local languages weakens national languages that are obstacle for the expansion of English. The reverse is observed in Nigeria where minority languages are not revitalized and where only major languages are thought in schools therefore neglecting minority*

*languages and as a consequence reinforcing the expansion of English. This tendency can only be reversed if anything like a major language is wiped out, therefore giving a chance to every language to prosper and this will also help to stop other languages to disappear.*

*Research Outcomes: This study highlights the role of stakeholders and emphasizes the importance of an expanded concept of language planning that takes into account all the competing forces so as to ensure the success of language policies.*

*Future Scope: It is clear that States, families and enterprises learn languages of higher statuses in the hierarchy and this explains the progress and the expansion of the English circle but also of other super central languages such as Spanish but more importantly the new attractive pole which is Mandarin but also Nigerian languages.*

### **Keywords**

Language planning, Language policy, Igbo, Yoruba, Hausa, World languages Nigeria

---

## **1. Introduction**

The dynamics of languages at the beginning of this millennium constitute an important context for any analysis or any intervention in policies of language at the level of states and regions (Hamel, 2010). In the present communication we describe the major tendencies and the participation of many actors who act on their orientation from an extended point of view of language policies. The discussion on concepts, theories and possibilities to introduce changes in this domain is so large and well documented (Calvet, 1996; Hamel, 1993; Maurais, 2007; Grin, 2010). Most of basic concepts, language planning, the difference between the statute and corpus of languages (Kloss, 1969) and principles of territoriality and personality (Calvet, 1996) come from sociolinguistic and American sociology. If these concepts have been analysed and partly submitted to different criticisms, they play a major role in the policies of languages, though sometimes a different nomenclature is used. The word linguistic arrangement that originated from Quebec around 1970 (Corbeil, 1980) extended to the Francophonie refers to the same process of language planning ((Daoust et Maurais, 1987).

The language policy in Nigeria and the past colonial experience of the country where English was placed at vantage position compared to French and other languages in all spheres of life in Nigeria has a serious impact on the development of the more than 500 hundred local, the 3 national languages, French and other international languages (Grin, 2010). Researchers and experts in the field of journalism and mass communication education have worked extensively on

the significant value of English language and indigenous languages in journalism education Nigeria but there is dearth of research in the area of French language (Araromi, 2013) and other languages.

### **1.1 Problem**

According to Corbeil (1986 ) and Maurais (1993), the lexeme planning suggests a type of speech imposed by the state (Federal Republic of Nigeria) and would be rejected by the Nigerians while linguistic arrangement refers to an effort whether in a short or long term of benefiting from a collective resource a language or languages in relation with the needs and interests of the nation and according to a plan that directs the evolution of the society without however abruptly changing it but using its participation and support (Corbeil, 1980, p. 9). Thus the terms arrangement and planning refers to the same conceptual group but differ in their connotation (direction compared with participation). Thus, for the Quebec institutions, linguistic arrangement refers to the deliberate effort of a state to modify a language evolution or the interaction between languages, an intervention that would always request support and participation of the society (Hamel, 2010).

### **1.2 Objectives**

It is understood that in Quebec, it was preferable to adopt a narrow definition of both the term and field because elucidation and application of some measures in the domain of languages was considered as a government task and his specialized institutions (Hamel, 2010). Therefore, they needed delimitations and well defined technical and legal instruments. After more than fifty years of experiences, some successful and others not in different parts of the world, debates are still going on concerning models and theoretical basis, their instruments and implementation established policies. It is the case in Nigeria and has to be elucidated.

### **1.3 Scope**

We limit ourselves to two central and interrelated themes:

- 1) Definition of concepts of language (language, word, speech),
- 2) The concept of policy and the extent of the subject: this could be limited to deliberate interventions of the state or include actions (conscious or unconscious) of the entire social forces in a given society namely Nigeria.

## **2. Literature review**

About the arrangement object, failure of many interventions leaning on an approach narrowing the language to a language as an ideal and abstract system, to a closed and finish corpus where observed. In the latino-american trials to introduce local languages historically not written in the bilingual teaching systems, it was clear that it was not just to endow those languages with alphabets or to standardize them so that they could be thought in schools. It therefore compulsorily to take into account asymmetrical systems of communication but more importantly subjects, their relations with languages, their customs, their attitudes and their prospects so as to be able to create a successful bilingual teaching. That is why it is important not to reduce the object to a language as a system, but to start from an extended sociolinguistic conceptualization that includes both actors and the true forms of existence in the communication, conversational practices and texts. The perception of a policy is problematic when it is reduce to a deliberate intervention of the state that puts aside actions and interventions of the society. Actions of planning even when they are technically clearly defined may not be successful when they don't derive from a political and sociolinguistic theory very powerful to explain observable processes and possible consequences of interventions.

In France it was observed in many instances that temptations to legislate French (*les arrêts linguistiques de 1975, la loi Toubon en 1994*) did not give satisfactory results because they did not take into account the unconscious collective political action of the population, the generalized habitus in the sense of Bourdieu (Bourdieu, 1980) that did not take the same directions of the measures. This limited definition, although well understood for its practical utility leans on the fact that only politicians and their institutions play politics (Hamel, 2010). Therefore, to think that their actions go straight to the natural track of linguistic dynamics is an erroneous because this does not take into account the social and unnatural character of the language and does not consider as politics attitudes and behaviors of the civil society. In addition, these last years, decentralization of political activities of planning and making decisions towards the local level, linguistic communities, schools and non-governmental organizations that act on linguistic policies were favored. To the descended policy (top down) it was opposed an ascendant policy (bottom up) (Hornberger, 1997). We lean on the extended conception that supposes that language policies are historical processes of social changes of linguistic patterns. Within those processes, there is the intervention not only of state institutions but also of some instances or other civil society forces. This aspect suggest not only the transformation of structures linguistic running's

(standardization, diffusion, transfer, revitalization, etc...) but also mean a fundamental change in the relation established by the actors between their language and others in a political given space, a relation that is part of the driving forces between social groups or ethnolinguistics (Hamel 2008, et 1993).

The 21<sup>st</sup> century started without any solution about the central and old concern of humanity. How to reach a pacific coexistence between different populations, ethnic groups, linguistic and cultural groups in separate areas. The world today answers for about 6000 groups and ethno- linguistic peoples that share physical and political spaces of less than 200 States. A unilingual state with one culture is thus a utopia in the world today even though this aspect is still very powerful in the Western ideologies.

### **2.1 The sociolinguistic context of Nigeria**

From the territorial linguistic diversity that has evolved through history-The Federal Republic of Nigeria, a multilingual state in which cohabit citizens speaking many languages but is an officially English speaking country in West Africa. A former British colony, Nigeria is a member of Commonwealth and is the most populated African country with nearly 150 million inhabitants (Nwodo,M,N,2005:12).The federal Republic of Nigeria is composed of 36 States : Abia, Adamawa, Akwa Ibom, Anambra, Bauchi, Bayelsa, Benue, Borno, Cross River, Delta, Ebonyi, Edo, Ekiti, Enugu, Gombe, Imo, Jigawa, Kaduna, Kano, Katsina, Kebbi, Kogi, Kwara, Lagos, Nasarawa, Niger, Ogun, Ondo, Osun, Oyo, Plateau, Rivers, Sokoto, Taraba, Yobe et Zamfara with nearly 764 local governments. French is one of the key languages spoken in the international community by about 120 million persons. This language is an important tool for integration within Ecowas since 8 members of this economic community use it as their official language. The latter language is also the official language of 24 of the 53 African countries (050.2000), all economic partners of Nigeria. For Nigeria to maintain its position as the giant of Africa, it is important for this country to integrate French in its community. It could be because of the importance of this language that the government of Nigeria adopted it as its second official language in 1996. The Nigerian constitution in its national political part (FRN, 2004:10) stipulates that for a better interaction with the neighboring countries, it is better for all Nigerians to speak French. Since then French is obligatory in primary and secondary schools

### **2.2 The general statuses of languages in Nigeria**

Nigeria is a multiethnic and multilingual country such as Swiss (Christopher, 2017). There are about 500 indigenous languages (Bernd et Derek 2004:11) and 250 communities linked

to 4 major linguistic groups namely the *Hausas and Fulani's* in the north, the *Yorubas* in the south-west and the *Igbos* in the south-east. 3 major national languages, *hausa, yoruba and igbo* are spoken by more than 17 million inhabitants and used for commerce between regions. The other important language communities are the Edo, Ijo, Ibibio, Nupé, Tiv, Kanuri. Among the 500 indigenous languages, more than 27 are thought in schools. Therefore, every Nigerian student is supposed to speak his mother tongue, the official language which is French and another national language (Igbo, Yoruba or Hausa). According to Odumun E. (1993) English is the official language, the language of administration and the language of education in the entire country. Parliamentary sessions are being carried out either in English or one of the national languages mentioned above. Among the 4 major language families spoken in Africa, Niger-Congo, Nilo-saharian, Afroasian and Khoisan (Bernd et Derek 2004:10), only the 4<sup>th</sup> is not represented in Nigeria. In addition, the Pidgin or «Naija» (with an English lexical basis), is spoken along the coast and in the urban areas of the country). The Nigerian Pidgin' is a slang used for communication between Europeans and Africans and between Africans without a common language but mainly among young intellectuals. It is also used for for commerce. It is not thought in school but it is used in the radio and learned informally. It is also used in novels, drama and poetry, in advertisement and music. The sociological status of above languages is variable. The Hausa, spoken by 21% of the Nigerian population overflows largely the borders and taking influence over other languages from north. The yorouba and igbo are concerned with 20 and 18% of the population respectively. The status of local languages varies according to numbers of speakers, and the area where they are spoken. Nigerians are rarely monolingual, except those that are illiterate or those that only uses only one of the 3 major national languages namely haussa in the north, Yoruba in the west and igbo in the East. In the area of influence of each of the languages, speakers of minority languages are also bilingual, with the mother tongue dominating. If they are in school, English is in addition from primary 4. if they live in town the dominating language can be influenced by the Pidjin and or another national language. In the federal administration, English is the vehicle of messages in correspondence as well as in the radio because the language diversity. However, the federal ministry of information and the directorate of radio and television also use other regional languages. Within the federation English remains rhe language of official documents that are not released to the public but in the local correspondence and oral communications, haoussa, igbo and yorouba come first before English in the regions where those regions are spoken.

At last in the 764 Local Government Areas, English helps only to write official documents and in correspondence with administrations of states (including the Federal Government). In all other cases, one of the 3 major languages, haoussa, igbo or yorouba is used. If not, more regional languages are used including English. In the national education however, the Federal government recognizes 27 local languages. This suggests that primary school starts with one of these languages and continues later with one of the 3 major languages (haoussa, igbo or yorouba). English is the first second language in Nigeria after the mother tongue, and also the official language inherited from British colonization. It is thought from primary 4 and is obligatory in all steps in school. It is the language of well-read persons. In 1996, French was adopted by President Sani Abacha as the 2<sup>nd</sup> official language. In colleges, English is the language of education. In the tertiary education, English remains the only language of education. In koranic schools, (Madrassas), classical Arab is equally obligatory. Article 318 of the constitution stipulates about English:

Article 318

"School Certificate or its equivalent" Article 318  
means:

- (a) A Secondary School Certificate or its equivalent [...];
- (b) education up to Secondary School Certificate level; or
- (c) Primary Six School Leaving Certificate or its equivalent and - [...]
- (iii) the ability to read, write, understand and communicate in the English language to the satisfaction of the Independent National Electoral Commission, and
- (d) Any other qualification acceptable by the Independent National Electoral Commission.

« Le certificat d'Études ou son équivalent » signifie :

- (a) Le certificat d'Études Secondaires ou son équivalent [...]
- (b) Scolarité jusqu'au niveau du certificat d'Études Secondaires ou
- (c) Le certificat d'Études Primaires, et Élémentaires ou son équivalent et en plus : [...]
- (iii) l'aptitude à lire, écrire, comprendre et communiquer en langue anglaise à la satisfaction de la Commission électorale nationale indépendante, et
- (d) tout autre diplôme jugé acceptable par la Commission électorale nationale indépendante.

It is important to take note that the independent National Electoral Commission is cited as the reference for judging a linguistic aptitude in English. Thus, from the Nigerian constitution, the English language is the cement of national unity and a tool of civic education.

Hausa is the mother tongue of about 21% of the Nigerian population. It is the mother tongue of the major part of states of Sokoto, Kaduna, Katsina, Kano et Bauchi, but also a mother tongue in Niger and some communities in Cameroun, Ghana and Sudan. It is the second language in the entire north of Nigeria and the language of Hausa traders. In the Universities forms the north of Nigeria Zaria, Kano, Sokoto, Jos, Maiduguri et Bauchi), Hausa language is used in the teaching of grammar and Hausa literature and for publications for some researchers in those domains.

The Yoruba language is the mother tongue of about 20% of the Nigerian population and is also spoken in Benin Republic and Togo. In Nigeria, it is spoken in the major parts of states of Oyo, Ogun, Ondo, Osun, Kwara and Lagos, and in the west in the state of Kogi. Productions in this language are books, journals, and brochures of advertisements, using the Latin alphabet with some accents to take note of tones and some approved points to note open vowels. In the university, the Yoruba is used for the teaching of linguistic and Yoruba literature. The mother tongue of 18% of Nigerians the Igbo language is spoken in the states of Abia, Anambra, Imo, Ebonyi, Enugu, Rivers et Edo. Grammar and Igbo literature are taught in this language. Publications from researchers are also made. There are also some informal circuits of production of videos as « home movies ». in Igbo and Yoruba languages. On the 3 national languages of Nigeria, Igbo appears to be the less standardized and it is the major problem for its development. It is the only national language that is not taught in INALCO in Paris.

A language gives to an individual an identity even without needing it. Like the nationality, to belong to a language or languages is a support to an identity. To Verma-Shivendra (1990: 82-89), the concept of mother tongue is strictly linked to the conscience of identity affiliations of subjects in the society. A declaration of the mother tongue by a person is first of all a conscious or subconscious judgment to identify one's habits in comparison to another.

### **2.3 French, language policy and the reality of the situation**

The official document as a reference in teaching remains the *National Policy on Education* (2004) which stipulate that, for the interest of national unity, each child should be encouraged to learn one of the 3 major languages of the country, together with his maternal language. The 3 major languages aimed are Hausa, Igbo and Yoruba, (Section I, 8). At the primary level, the language of study should mainly be the maternal language or the language of the immediate community in which one lives or the nearest. The language of the immediate community should be a local language which although not the maternal language has become the

lingua franca of the community (e.g the *Hausa* in the north, Yoruba in the west and *Igbo* in the east (Section II, 11). At the secondary level, English together with 2 Nigerian languages are among the main subjects (*core subjects*) that should be thought. Among those 2 languages, the regional language should be included with one of the major languages. The aim of this being to assure understanding between Nigerians (Nigerian constitution).

In fact, in any multiple ethnics, multilingual and multicultural context, the question connection between languages whether major or small exist because a thought is expressed obligatory through a language if one wants to communicate and structure, syntax, grammar and vocabulary are quite different between languages and mostly between language families (Durand, 2009 :68). One does not express himself in the same manner in two different languages, because elements of communication are introduced not only in a different order but also with different structures with different demands in accuracy.

According to Alao (2008:4), the Nigerian reality shows that plurality in community languages in the same space could be a source of wealth but also a field for tensions and conflicts in politics, economic, linguistic and cultural plans. In practice, the lack of political will at the federal level, the disdain of cultural matters, the mistrust in any initiative about promotion of languages, the growing influence of English are among brakes for the promotion of other languages. It is important to take note that there is a tendency for developing and pulling up languages other than Hausa, Igbo and Yoruba to the level of languages of education.

Nigeria is completely surrounded by French speaking countries and can only reinforce its political and economic influence, especially in international instances if its citizens are able to break down linguistic barriers and communicate without problems with their francophone interlocutors. Nigeria has the status of economic and demographic giant in West Africa. Nigeria is a member of many international organizations, many of its citizens are working in those organizations and would want to extend its international relations. Nigeria is a member of ECOWAS where French is one of the working languages. The place of French in the education of Nigerians was initiated since the first years after independence (1960) when, with an élan of worm understanding with its neighboring countries, Federal ministries and different states replaced French with Latin in secondary schools. The teaching of French in secondary schools, in colleges of education and Universities has however been suffering from lack of teachers and lecturers (mainly expatriates because of lack of interest of Nigerians for the profession of French teachers at the beginning) and the lack of educational materials.

In 1996, General Sani Abacha, President of the Federal Republic of Nigeria adopted French as the second official language. The government also decided to teach French to all civil servants of immigration in order to boost their capacity to communicate with nationals of neighboring countries. However, the priority was to introduce French as an obligatory language in secondary schools. Therefore, it is stipulated in documents of national policy (3<sup>rd</sup> edition, 1998, p 9) « *For smooth interaction with our neighbors, it is desirable for every Nigerian to speak French. Accordingly, French shall be the second official language in Nigeria, it shall be compulsory in schools* » (page 8 et 9, 'National policy on Education,'). This political decision changed French status in the educational policy of Nigeria and also allowed French to pass from a "facultative subject" to an "obligatory subject" from primary 4 to form 3. However, it appears that the decision was taken to punish Commonwealth and it explains why no technical decision was being taken during that military regime. However, it appears that the decision was taken to punish Commonwealth and it explains why no technical decision was being taken during that military regime. There are ways in which this can be done. A language can be made the official language of a country, to be used as a medium of communication in such domains as government, the law courts, the media, and the educational system. To get on in these societies, it is essential to master the official language as early in life as possible. Such a language is often described as a "second language", because it is seen as a complement to a person's mother tongue, or "first language" (Ahulu, 1994). The role of an official language is today best illustrated by English, which now has some kind of special status in over seventy countries (Crystal, 2003).

Some other examples could be noted. From the territorial language diversity that has evolved during history – Mexico has 62 local languages and 340 varieties of languages. New-Guinea has more than 700 and India counts more than 1600 languages. In addition, there is the modern language multiplicity of migration: in the Great London, 260 languages are spoken and in the Toronto region, from Montreal or from San Francisco, it is the same. One of the consequences of communicative and media interconnexion of the digital era is that the moving and death of minority languages have increased dramatically these last years until it is expected that the majority of languages in the world in less than a century (Hale, 1992; Krauss, 1992). In addition, the spread and domination of English as the sole totally global language, shifting other international languages have taken proportions that have never been observed before in the humanity. However, the Mandarin (Chinese language) has also started invading and with time

probable dominating the world with the growth of the Chinese economy that has been able to raise China to the world economy no2 after USA.

### **3. Methodology**

#### **3.1 Questionnaire**

Some kinds of statement seem so obvious that most people would give them hardly a second thought. Of course English is a global language, they would say. You hear it on television spoken by politicians from all over the world. Wherever you travel worldwide or in Nigeria where even 3 national languages namely, Igbo, Hausa and Yoruba are thought in schools, you see English signs and advertisements, not the latter languages. Whenever you enter a hotel or restaurant in a foreign city, they will understand English, and there will be an English menu. Indeed, if there is anything to wonder about at all, they might add, it is why such headlines should still be newsworthy. But English is news. The language continues to make news daily in many countries. And the headline isn't stating the obvious. For what does it mean, exactly? Is it saying that everyone in the world speaks English? This is certainly not true, as we shall see. Is it saying, then, that every country in the world recognizes English as an official language? This is not true either. So what does it mean to say that a language is a global language? Why is English the language which is usually cited in this connection? How did the situation arise? And could it change? Or is it the case that, once a language becomes a global language, it is there forever? (Crystal, 2003).

#### **3.2 Collection of data**

In Nigeria, data were obtained from the independent National Population Commission. It is the reference for judging a linguistic aptitude in English and other languages.

#### **3.3 Analyses**

In this study, the instruments used were basic elements and the nomenclature of formulation of world system of languages as proposed originally by De Swaan (2001, 1993) and re-elaborated by Calvet (2002, 1999). In these models, languages integrate hierarchy system. The models use the metaphor of galaxies in which languages of lower levels are attracted by languages of higher levels (effects of gravitational force) and move in their galaxy. Since the system is not static, conflicts occur between different languages as well as between levels of languages. In this study, there is no description of the gravitational model in its entire form, particularly in its mathematical form (De Swaan, 2001). We instead go to focus on dynamisms of

hierarchy and configuration of galaxies. Calvet (1999) proposes three functions (native, vehicular and official) and in the case of Nigeria (native or local, national or vehicular and official).

## 4. Results

### 4.1 Hierarchy, status and language functions. The vertical and horizontal bilingualism

The weight and rank of an international language compare to other languages could be established with the known diagram of 3 concentric circles of English from Kachru (1986), that integrates different types of users in a model. The inner circle is composed of countries in which the language is spoken as the maternal language by the majority of the population (Great-Britain, Ireland, USA, Australia and New-Zealand). The outer circle includes the spread of English in spaces (territories, discursive territories and spaces, cultural, possibly or institutional, medias, etc.) inhabited by non-natives in the former African and Asian colonies where English is the official language or co-official in the public administration and education such as Nigeria and Cameroon. The expanding circle that groups those countries without any link with the British colonial master but that recognize English as the most important foreign language and lingua franca of some functions. Kachru and other researchers (Crystal, 1997 et 2009; Graddol, 1997 et 2006) maintain that the predominant role of English could be explained by the historical relation between the 1<sup>st</sup> and the 2<sup>nd</sup> circle. On the other hand, the projection of English as the global language is expressed in the 3<sup>rd</sup> circle in expansion which in the year 2000 had about 1.2 to 1.5 billion learners and users. According to this model, for an international language to lose its importance, there must be the loss of the 2<sup>nd</sup> and 3<sup>rd</sup> circle and it is the case with French, German and Russia.

In the case of Mandarin, the inner circle is composed of China and neighbouring countries (Laos, Birmania etc...). The expanding circle includes the spread of Mandarin in the whole world together with the gaining ground of China in the world as the 2<sup>nd</sup> most important economy. This is virtual with the teaching of Mandarin in Universities and schools in Africa. The outer circle may not be so important as China was not an important colonial master. The case of Arabic resembles Mandarin with the spread of petrodollars as helps but which is an important tool for the spreading of that language that is linked to Islam.

**Table 1:** *Proportion of populations in relation to some languages*

Language	National	Foreign	World Population	National population	Percentage
English	X	X			
French		X	274 million speakers		
Hausa	X			70+ million	38%

Igbo	X			39 + million	21%
Yoruba	X			34+ million	18%

*Source: National population commission*

World languages are distributed according to spaces and functions and a ranking is therefore expected between them at the macro-social level (Table 2). As far as there is no pressure and invasions of domains, a multilingual system may be stable. It is the case with Nigeria. However, in most of the cases, especially at the era of globalization, changes at levels happen and create tensions and conflicts between spaces and functions occupied by those languages.

According to the gravitational model of world languages, there is only one hyper central language, English, as the sole global language, less than 10 super central languages with international functions, hundreds of central languages and others, peripheral languages (maternal or native).

**Table 2: Ranking and statuses of languages**

<b>Order 1</b>	Hyper central global language with the status of official language in many powerful countries, central language in international relations with a significant role in countries in the world, large external circle, the largest circle in expansion: English
<b>Order 2</b>	Super central international languages, statuses of official languages, in one or many powerful countries, wide international diffusion, external circles and in important expansion but regressing: French, Spanish, Portuguese, Mandarin, Japanese, Russia, German.
<b>Order 3</b>	central national languages (primaries), national official status in an average or small country, limited international diffusion, external circles with little expansion: Dutch, Sweden, Norway, Finland (about 200 to 300 languages)
<b>Order 4</b>	central national languages (secondary's), co official national status in one or many average or small countries, presence of another most powerful language, possible with the status of regional lingua franca (supranational) in many countries: niger-congo, nilo-saharian, afroasian and khoisan ,hausa guarani, swahili, hindi, igbo, yoruba.
<b>order 5</b>	Regional languages, infranational languages, official status in a region, probable status of regional lingua franca (supranational) in many countries: Quechua, aimara, maya, zapotèque...
<b>Order 6</b>	Vernacular local languages, more than 90 % of languages in the world without official statuses, supported, tolerated, suppressed, forbidden: Hñähñú, Murépecha, Mapudungun, Ewondo Manguissa, Bafia, Eton, Bamileke, Mboum ...

Table 3 illustrates functions that an individual may carry out using one or many languages. For a speaker of a local, native language, all the functions are carried out in different

languages. In contrary, a unilingual citizen of USA may carry out all functions with his language. However, conflicts may exist between different languages.

**Table 3:** Basic socio- individual language functions

<b>Order 1</b>	mother tongue, first, vernacular, primary socialization, oral communication in the family and the immediate community: Igbo, Haoussa, Yorouba, Ffulde (Nigeria) ñähñú, Purépecha (Mexique), Lingala (Democratic republic of Congo, Congo Republic), Sango (Central Africa Republic), Ewondo, Gbaya, Eton, Nyem-Nyem, Bamileke, Sanaga, Hausa (Cameroon)
<b>Order 2</b>	regional language of exchange(vehicle), between group communication, could be the mother tongue of a group in a region: Hausa (Nigeria, Cameroon), Arabic (Saudi Arabia), English and French (Cameroon, Nigeria), Zapotèque, náhuatl, maya (Mexico), K'iche', mam, q'eqchi', kaqchikel (Guatemala) but also English and Spanish
<b>Order 3</b>	local or regional official language, satisfies all administrative needs, oral and written: Igbo, Yoruba, Hausa (Nigeria), Purépecha, Guaraní, Maya, Quechua, Spanishl, Portuguese, English, etc.
<b>Order 4</b>	language of primary education, offers the basic primary teaching (reading, writing, mathematics and other teaching subjects): Yoruba, Igbo, Hausa, English, French (Nigeria), Hñähñú, Purépecha Spanish, English, secondary, offers secondary education (intermediary, technical,), Yoruba, Igbo, Hausa, English, French (Nigeria) Hñähñú, Purépecha, K'iche', Mam, Q'eqchi', Guarani, Quechua (Guatemala), tertiary, offers terminal(technology, university, professional) education, Spanish, Portuguese, Maya (Guatemala) Guarani (Paraguay), Yoruba, Igbo, Hausa, English, French (Nigeria), Scientific research, scientific communication(oral, congress, written, publications (Igbo, Yoruba, Hausa, English, French ( Nigeria), English in Holland, Denmark, Latin America etc;
<b>Order 5</b>	Medias Satisfy the needs of communicationt in the 4 types of mass communication (press, radio, television, internet), Igbo, Yoruba, Hausa English, French (Nigeria) Hñähñú, Purépecha, Spanish, Portuguese, English etc.
<b>Order 6</b>	Specific domains: Art, music, science, leisure, commerce, all types of international languages, regional (supranational), intercontinental, bilateral, multilateral, world, satisfies needs in communication and exchange in different contexts: Spanish, Portuguese, French, English etc and English only.

In the above model, bilingual and multilingual are the hinge between language groups and language hierarchy. If they know the languages or learn languages of the same level, that is horizontal bilingualism. The typical case is however represented by individuals that know languages of different levels which is the vertical bilingualism. When they have as individuals or groups, the choice between many languages like the second or the foreign language, it is probable to opt for a language of higher hierarchy especially when it is the case with natives of a language situated at the lower level of the ladder. This is the case with Nigerians that are in multilingual

society. Some Nigerians will therefore prefer to learn French instead of English or English instead of one the three major languages.

#### **4.2 Hierarchization of world languages: vertical and horizontal bilingualism**

Hyper central language: English, super central languages: French, Spanish, Portuguese, Mandarin, Russian, German, a hundred of central languages: Dutch, Swedish, Finnish, etc...6000 local indigenous languages, it is rare to see a person or a group learning a language with an inferior status, except in the case of a professional necessity. It is the case with Nigerian trying to learn French. Such a choice requires a stimulus like the one France, Germany with other organizations such as Francophonie are using to stop the decline of their languages compare to English (Maurais et autres, 2008). The declining attraction for super central languages could be explained by the wide ditch dug by English among languages. The small percentage of Anglophones learning another language according to reports is due to the fact that they would not like to choose another language of an inferior status because of the universal functioning of English. It is the case of Nigerians with French that is learned mainly for job. It is also the case in the European Union where English is always chosen as the 1<sup>st</sup> foreign language since there is the norm of learning 2 languages in the secondary school.

#### **4.3 World languages and their dynamism, transfer of minority languages and English expansion**

The historical process of movement and death of minority languages have accelerated since the middle of the 20<sup>th</sup> century: it is alleged that one language dies every 2 weeks (Hagège, 2000). If the present tendency of movement of languages continues, then 70 to 90 % may disappear by the end of the century (Hale, 1992; Krauss, 1992). The disappearance of a language affects first of all and in many ways those that used it as the mother tongue even though it happens with the active participation of their speakers themselves. They are the ones, with socio-economic cultural and educational pressures decide not to transmit their ancestral language to their children and grandchildren as a maternal language. Once the intergenerational transmission is stopped it is difficult to regain this nuclear function of a live language. From human knowledge point of view any language disappearance is an irreparable loss of a cultural, cosmogony and solely historical and not translated in other languages. This explains the care for local languages in Nigeria, although some languages, because of the policy of major languages, will with time contribute to the death of other languages so called minor languages. Another language process that has progressed without restriction is the globalization of English and it the first time in the

history of humanity that a language is taking such a proportion in depth and in extension. Never Latin; French nor Spanish have taken such a position before (Graddol, 2006). In the international relations, English is progressing exponentially and playing the role of working language (Phillipson, 2003). The scientific area is another domain where English exceeds but the downside of it is fact that English speaking researchers may not be able to read publications from other languages and this will increase their unilingualism.

#### **4.4 Current debates on the language globalization and the future of world languages**

Except the case of minority languages in the Anglophone countries among which the former British colonies, the effects of English expansion are indirect for the languages in extension under other scopes because of the general arrangement in the complex multilingual mosaic of many countries and regions. Many researchers agree that English occupies a hegemonic place and discussions focus on the future of the predominance although some consider this process as a great progress in the world civilisation when others raise disadvantages.

Although English as a global language did not appear until 1997, it was actually written in 1995, which in 2002 seems a very long time ago, as far as global linguistic developments are concerned. The 1990s were a revolutionary decade, in that respect, with a proliferation of new linguistic varieties arising out of the worldwide implementation of the Internet, an emerging awareness of the crisis affecting the world's endangered languages, and an increasingly public recognition of the global position of English. Academic publications relating to this last topic seriously increased in number and weight (Crystal, 2003). With the help of new electronic technologies, English links persons, communities, institutions, teams and enterprises in the world. The inequality and advantages of Anglophones citizens increase in all the domains because they oblige their speakers or competitors to important investments, first of all to learn English then to act and negotiate in the foreign land. However, critics in the Anglophone world say these advantages may be temporal and Anglophones will soon suffer from the negative consequences of their unilingualism (Graddol, 2006). There have always be critics on the following effects, real or potential of the English globalization:

-Removal of other international languages from strategic domains of international communication, from diplomacy, commerce, science and technology with negative consequences in the development of those languages: loss of multilingualism as the base of international relations, equality between people and pacific coexistence.

-Risks of increasing social unilingualism in the anglo-saxon countries and this reduces the understanding of other countries and cultures and increase risks of world peace.

- Increase in the socioeconomic, political, cultural and ideological predominance of the anglo-saxon world due the political economy of languages and this means significant economies for anglo-saxons opposed to higher investments for other countries in the learning of languages (Grin, 2003).

-The difference in the knowledge of languages between native and non- native speakers that increases asymmetry in the access of goods whether material or symbolic and comparative advantages.

-The threat of breaking completely the existing sociolinguistic equilibrium, what may have endangered the development of science, culture and arts, if we consider that the diversified ecology is the most powerful

-The direct threat for minority languages on the way to extension in the Anglophone countries, including former British colonies.

#### **4.5 Strategies against globalization of English; the shift of national and international languages and the death of minority languages**

Among critics that oppose the monopoly of English and request a national and international multilingualism, some are important and show very different path of thought such as the one below.

##### **4.5.1 The position of defence without restriction of all the languages in the world**

The warning by Hale (1992) and Krauss (1992) about the possibly death of 90% of world languages at the end of the 21<sup>st</sup> century has raised up some fears for languages most threatened, sometimes establishing a link in some cases between dangers in the reduction of biodiversity and those in the language diversity (Kangas,2002). In general, they plead for defence without restriction of all languages, and arguing that the death of any language is an irreparable great loss for the world language treasure. Defence of a fundamental language right for every citizen in the world to receive the teaching and other services of a bilingual education that could contribute to preservation of minority languages. Other hyper central languages have gradually seen their status and influence reduced. Calvet (2002) and others say that English can coexist with small minority languages and in addition the latter language is favoured with the process of revitalization of vernacular languages and the fragmentation of some states (Soviet Union, Yugoslavia, etc.). This is explained by the fact that the reinforcement of local languages weakens

national languages that are obstacle for the expansion of English. The reverse is observed in Nigeria where minority languages are not revitalized and where only major languages are thought in schools there neglecting minority languages and as a consequence reinforcing the expansion of English. This tendency can only be reversed if anything like a major language is wiped out, therefore giving a chance to every language to prosper and this will also help to stop other languages to disappear.

## **5. Discussion**

These are fascinating questions to explore, whether your first language is English or not. If English is your mother tongue, you may have mixed feelings about the way English is spreading around the world. You may feel pride, that your language is the one which has been so successful; but your pride may be tinged with concern, when you realize that people in other countries may not want to use the language in the same way that you do, and are changing it to suit themselves. We are all sensitive to the way other people use (it is often said, abuse) 'our' language (Crystal, 2003). Deeply held feelings of ownership begin to be questioned. Indeed, if there is one predictable consequence of a language becoming a global language, it is that nobody owns it any more. Or rather, everyone who has learned it now owns it – 'has a share in it' might be more accurate – and has the right to use it in the way they want. This fact alone makes many people feel uncomfortable, even vaguely resentful. 'Look what the Americans have done to English' is a not uncommon comment found in the letter-columns of the British press. But similar comments can be heard in the USA when people encounter the sometimes striking variations in English which are emerging all over the world. And if English is not your mother tongue, you may still have mixed feelings about it. You may be strongly motivated to learn it, because you know it will put you in touch with more people than any other language; but at the same time you know it will take a great deal of effort to master it, and you may begrudge that effort (Crystal, 2003). Having made progress, you will feel pride in your achievement, and savor the communicative power you have at your disposal, but may none the less feel that mother-tongue speakers of English have an unfair advantage over you. And if you live in a country where the survival of your own language is threatened by the success of English, you may feel envious, resentful, or angry. You may strongly object to the naivety of the populist account, with its simplistic and often suggestively triumphalist tone. These feelings are natural, and would arise whichever language emerged as a global language. They are feelings which give rise to fears,

whether real or imaginary, and fears lead to conflict. Language marches, language hunger-strikes, language rioting and language deaths are a fact, in several countries. Political differences over language economics, education, laws and rights are a daily encounter for millions (Crystal, 2003).

About the historical process and the reasons that conducted English to occupy the current hegemonic position, there was an intense debate in the Anglophone world. Conservatives and progressists have all agreed on the fact that the success of British colonialism and imperialism and latter of USA explain the domination of English today. However, some think it was not necessary to create special bodies to help English propagation as it progresses alone: « [English is] a language which has repeatedly found itself in the right place at the right time. » (Crystal, 2003). However, Phillipson (2009, 1997) and other institutions think that English like other colonial languages lean on the economic and military power and was imposed by force to native populations of colonies. The expansion of English continued teaching and programmes carried out by Great Britain and USA in the 20<sup>th</sup> century. It is clear that language imperialism establishes a ranking between languages (Hamel, 2006a; Phillipson, 2009; Schiffman, 1996), despite some who think that « English owes its existence as a world language in large part to the struggle against imperialism, and not to imperialism alone » (Brutt-Griffler, 2002, p. IX). However, it is clear that States, families and enterprises learn languages of higher statuses in the hierarchy and this explains the progress and the expansion of the English circle but also of other super central languages such as Spanish but more importantly the new attractive pole which is Mandarin.

We believe it is not out of place for a Nigerian to be global in orientation and application, thereby equipping himself with proficiency in a very international language like English. It will however, be out of place for him not to be able to communicate effectively with his very own people (Salawu, 2001). The same assertion is also applicable to French and other international languages judging by their global and international status. For example, proficiency in French language will enlarge his professional horizon and landscape (Araromi, 2013; Seraphina, 2017). The inclusion of many foreign languages such as Mandarin into the curriculum of education will assist to have adequate international exposure .

Government should formulate a policy that will make other international languages compulsory in all institutions in Nigeria. The government should also see to the implementation of such policy by providing technical assistance through provisions of incentives or funds to institutions of education in Nigeria . Government should embark on sensitization programs and value re-orientation among the Nigerian citizenry in respect of the significant worth of local,

national and international languages, especially French since it has been raised to the rank of official language in Nigeria. Africa is the only continent where the majority of children start school using a foreign language,' observes a recent UNESCO report (Ouane and Glanz, 2010).

This language policy is a significant contributory factor to the lack of development in the continent. If children in developing countries have little exposure to the language of instruction (be it English, French, Portuguese, etc.) outside the school, and if teaching the language of instruction is ineffective inside the school, then low quality education is inevitable. The overwhelming case for educating children in a familiar language has been echoed, in the case of Africa, by repeated calls from educationists over the last hundred years (from the United Missionary Conference in Kenya in 1909, to the African Conference on Integration of African Languages and Cultures into Education, Burkina Faso, 2010) advocating a central role for African languages in primary education. Despite such views being widespread, governments have shown little will to change their policies, and their favoring of exoglossic languages such as English which is generally supported by local communities for whom 'English equals education'. Families see English as a 'strong' language, and primary school English as the first step towards the coveted white-collar job. Why is the solution advocated by so many, namely to use a known language (probably, but not necessarily the child's mother tongue) not implemented in primary schools? One important answer is that the political will is lacking. Fortunately, in Nigeria, it is highly advocated and obligatory in the case of Igbo, Hausa and Yoruba, forgetting other native languages. The reasons for this lack of political will are various, some being relatively obvious and explicit, others more subtle. African governments invariably cite the need for national unification and development as reasons for eschewing African languages. John Mwanakatwe, Minister of Education in post-independence Zambia, a country with some 20 different languages (Kashoki, 1990), spelled out the motivation clearly: Even the most ardent nationalists of our time have accepted the inevitable fact that English – ironically a foreign language and also the language of our former colonial master – has definitely a unifying role in Zambia. (Mwanakatwe, 1968). Furthermore, the role of schools was crucial in promoting this unity through English: For the sake of communication between Zambians whose mother tongues differ and in order to promote the unity of the nation, it is necessary for all Zambian children to learn the national language [i.e. English] as early as possible, and to use it confidently. (Ministry of Education Zambia, 1976, para. 47) A similar situation obtained in Malawi, which has around 14 indigenous languages (Lewis, 2009); although English was not regarded as the sole linguistic means of

fostering national unity (Chichewa was, from 1969, the medium of instruction in the first four years of primary education), it was an official language, and it is clear that within the 'upper levels' of state institutions English was intended to play a unifying role. It was made compulsory in parliament, and under the regime of President Banda all Members of Parliament were 'required to pass a stringent test' in it (Schmied, 1991:24). While opting for English may have succeeded in preventing conflict in the educational arena between competing language groups, and while its dominance in the same arena is largely welcomed by the public, the language has, however, created division between, on the one hand, those who have good access to it, typically members of the reasonably well-off urban groups, and, on the other hand, those who do not, typically the members of poor urban and especially rural groups. Far from being a source of unity, the use of English in education in Africa has become a factor in national division, while the distribution of English proficiency in society is an indicator of the extent of this division. As Heugh (1999:306) puts it: ... the role of superimposed international languages has been hugely overestimated in their capacity to serve the interests of the majority on the continent [...] these languages serve only the interests of the élites. 'Élite closure' is the term Myers-Scotton (1990) has coined for the process whereby a small dominant establishment in African countries ensures that they and their families have access to high standards of English while inadequate education systems mean that this is largely denied to the majority. Perhaps the most extreme current example occurred in Rwanda where, following the massacres of 1994 and the intervention of the 'Anglophone' RPF (Rwandan Patriotic Front), political and economic power has tended to be concentrated in the hands of a relatively small English-speaking group, mainly educated in Uganda, who in 2009 introduced legislation to 'anglicize' Rwanda, with a 'straight for English' policy in primary, wiping away decades of existence of French in the country

## **6. Conclusion**

To date, however, there is no doubt that in other countries in Africa, the dominant role of English in primary schools (the only level of education for the vast majority of people in poor countries) has proved to be a barrier to education, and hence to development, for the majority, since most students fail to acquire adequate academic competence in the language. It is no surprise then, that, whether one looks at development in terms of economic progress or of human needs, poor countries such as Malawi, Zambia and Rwanda, Burkina-Faso, Central Africa

Republic, etc. that use English or French as a means of ‘accessing development’ have not hitherto made great strides.

## **7. Limitations of this study**

Other languages (French, Spanish, German Chinese) speaking populations are very less represented in this sample. And at last, the data is of a quantitative nature and therefore does not allow for any qualitative interpretations. However, it would be interesting to study to what extent language skills in non-National languages such as English, French, Russia have influence on remuneration in Nigeria.

## **Acknowledgements**

We are very grateful to the National Population Commission of Nigeria, the Planning, Research and Statistic Department of the Federal Ministry of Education for the release of some data for this study.

## **References**

- Ahulu, Samuel. 1994. Styles of Standard English. *English Today* 40, 10–16.  
<https://doi.org/10.1017/S0266078400007823>
- Bernd H. et Derek, N. (2004 :11), *Les langues africaines*. Paris. Editions Karthala
- Brutt-Griffler, J. (2002). *World English: A Study of its Development*, Clevedon, Multilingual Matters..
- Calvet, L.-J. (1996). *Les politiques linguistiques*, Paris, Presses Universitaires de France.
- Calvet, L.-J. (2002). *Le marché aux langues : essai de politique linguistique sur la mondialisation*, Paris, Plon..
- Centres. *International Journal of Language and Linguistics*. Vol. 5, No. 6, 2017, pp. 161-171.  
<https://doi.org/10.11648/j.ijll.20170506.11>
- Christopher, S., Zurbruggen, S. (2017): Implementation of multilingual status and acquisition planning in the Swiss Federal Administration. In: Pandolfi, E., Miecznikowski, J., Christopher, S. and A. Kamber (eds.) *Duisburger Arbeiten zur Sprach- und Kulturwissenschaft. Studies on Language Norms in Context*, pp. 73-102
- Corbeil, J.-C. (1980). *L’aménagement linguistique du Québec*, Montréal, Guérin.
- Corbeil, J.-C. (1986). *Langues et usages des langues*, Québec, Conseil de la langue française.
- Crystal, D. (1997). *English as a Global Language*, Cambridge, Cambridge University Press.
- Crystal, D. (2009). *The Future of Language*, London, Routledge.

- Daoust, D et J. Maurais (1987). « L'aménagement linguistique », dans J. Maurais (dir.), Politique et aménagement linguistique, Québec et Paris, Conseil de la langue française et Le Robert, p. 5-46.
- David Crystal. English as A global language. Second Edition. ISBN-10. 0-521-53032-6. (2003).  
<https://doi.org/10.1017/CBO9780511486999>
- Eddie Williams( 2013). Language policy, politics and development in Africa. Developing Countries and the English Language, Paper 3
- Graddol, D. (1997). The Future of English?, London, The British Council.
- Graddol, D. (2006). English Next: Why Global English may Mean the End of 'English as a Foreign Language', London, The British Council.
- Grin, F. (2003). « Language Planning and Economics », Current Issues in Language Planning, vol. 4, n° 1, p. 1-66. <https://doi.org/10.1080/14664200308668048>
- Grin, F., Sfreddo, C., Vaillancourt, F. (2010) : The Economics of the Multilingual Workplace. Routledge, New York/London
- Hagège, C. (2000). Halte à la mort des langues, Paris, Éditions Odile Jacob.
- Hale, K. (1992). « On Endangered Languages and the Safeguarding of Diversity », Language, vol. 68, n° 1, p. 1-3. <https://doi.org/10.2307/416368> <https://doi.org/10.1353/lan.1992.0052>
- Hamel, R. E. (1993). « Políticas y planificación del lenguaje: una introducción », dans R. E. Hamel (dir.), Políticas del lenguaje en América Latina. Iztapalapa, n° 29, p. 5-39.
- Hamel, R. E. (2006a). « The Development of Language Empires », dans U. Ammon et autres (dir.), Sociolinguistics – Soziolinguistik: An International Handbook of the Science of Language and Society, vol. 3, Berlin, New York, Walter de Gruyter, p. 2240-2258.
- Hamel, R. E. (2008). « Les langues de la science : vers un modèle de diglossie gérable », dans J. Maurais et autres (dir.), L'avenir du français, Paris, Éditions des archives contemporaines et Agence universitaire de la Francophonie, p. 87-94.
- Hamel, R. E. (2010). L'aménagement linguistique et la globalisation des langues du monde. TÉLESCOPE • automne 2010 2
- Heugh, K. 1999). Languages, development and reconstructing education in South Africa. International Journal of Educational Development 19, 301-313.  
[https://doi.org/10.1016/S0738-0593\(99\)00030-9](https://doi.org/10.1016/S0738-0593(99)00030-9)

- Hornberger, N. H. (1997). *Indigenous Literacies in the Americas: Language Planning from the Bottom up*, Berlin et New York, Mouton de Gruyter.  
<https://doi.org/10.1515/9783110814798>
- Kachru, B. (1986). *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes*, Oxford, Pergamon Press.
- Kangas, (2002) *Language policies and Education: The role of education in destroying or supporting the world's linguistic diversity*. T Skutnabb-Kangas - World Congress on Language Policies... 2002 - [linguapax.org](http://linguapax.org)
- Kashoki, M.E. 1990. *The Factor of Language in Zambia*. Lusaka: Kenneth Kaunda Foundation. Lewis, M.P. (ed.). 2009. *Ethnologue: Languages of the World*. 16th edition. Dallas, Tex: SIL International. Available online at [www.ethnologue.com/](http://www.ethnologue.com/)
- Kloss, H. (1969). *Research Possibilities on Group Bilingualism: A Report*, Québec, International Center for Research on Bilingualism.
- Krauss, M. (1992). « The World's Languages in Crisis », *Language*, vol. 68, n° 1, p. 4-10.  
<https://doi.org/10.1353/lan.1992.0075>
- Labrie, N. (1993). *La construction linguistique de la Communauté européenne*, Paris, Honoré Champion Éditeur.
- Maurais, J. (1987). « L'expérience québécoise d'aménagement linguistique », dans J. Maurais (dir.), *Politique et aménagement linguistique*, Québec et Paris, Conseil de la langue française et Le Robert, p. 359-416.
- Maurais, J. (1993). « Políticas lingüísticas de Quebec », dans R. E. Hamel (dir.), *Políticas del lenguaje en América Latina*. Iztapalapa, n° 29, p. 191-206.
- Maurais, J. (1997). « Regional Majority Languages, Language Planning, and Linguistic Rights », *International Journal of the Sociology of Language*, n° 127, p. 135-160. <https://doi.org/10.1515/ijsl.1997.127.135>
- Maurais, J. (2001). « Vers un nouvel ordre linguistique mondial? », dans J. Maurais (dir.), *Géostratégies des langues*, Terminogramme, n° 99-100, p. 7-33.
- Maurais, J. (2003). « Towards a New Global Order? », dans J. Maurais et M. A. Morris (dir.), *Languages in a Globalising World*, Cambridge, Cambridge University Press, p. 13-36.  
<https://doi.org/10.1017/CBO9780511613739.002> <https://doi.org/10.1017/CBO9780511613739>

- Maurais, J. et autres (dir.) (2008). *L'avenir du français*, Paris, Éditions des archives contemporaines et Agence universitaire de la Francophonie.
- Maxwell. O Araromi ( 2013).The Relevance of French Language to Journalism Education in Nigeria. *Global Journal of Human Social Science Linguistics & Education*. 13 ( 11) Version 1.0 Year 2013.Online ISSN: 2249-460x & Print ISSN: 0975-587X.
- Ministry of Education, Zambia. 1976. *Education for Development: Draft Statement on Educational Reform*. Mimeo. Lusaka: Ministry of Education, Zambia.
- Mwanakatwe, J.M. 1968. *The Growth of Education in Zambia since Independence*. Lusaka: Oxford University Press.
- Myers-Scotton, C. 1990. *Élite closure as boundary maintenance: The evidence from Africa*. In B. Weinstein (ed.), *Language Policy and Political Development*, 25-41. Norwood, NJ: Ablex
- National Policy on Education* (2004:10) Federal Republic of Nigeria (2004), Yaba, Lagos, Nigeria. NERDC, 4th Edition
- National Policy on Education* (2004:16) Federal Republic of Nigeria (2004), Yaba, Lagos, Nigeria. NERDC, 4th Edition
- Nwodo, M.N (2005). *L'implantation de nouveaux curricula et l'usage de nouveaux manuels dans le système éducatif du Nigeria (en générale et dans la région du sud-est, sud-sud, Niger/delta en particulier) pour l'enseignement du français, mémoire pour l'obtention d'un DESS, CLA, Besançon, France, p.12-21.*
- Odumun E. (1993) *Sociolinguistics and Nigerian English*. Ibadan, Nigeria. Sam Bookman.
- Ouane, A. and Glanz, C. 2010. *Why and How Africa Should Invest in African Languages and Multilingual Education*. Hamburg: UNESCO Institute for Lifelong Learning
- Phillipson, R. (1997). « Realities and Myths of Linguistic Imperialism », *Journal of Multilingual and Multicultural Development*, vol. 18, n° 3, p. 238-247.  
<https://doi.org/10.1080/01434639708666317>
- Phillipson, R. (2003). *English-only Europe? Challenging Language Policy*, London, New York, Routledge, Taylor & Francis.
- Phillipson, R. (2009). *Linguistic Imperialism Continued*, London, New York, Routledge.
- Salawu, A. (2001). *Essentials of indigenous languages to Journalism Education in Nigeria*. *Internet journals of journalism*.
- Schiffman, H. F. (1996). *Linguistic Culture and Language Policy*, London et New York, Routledge. <https://doi.org/10.4324/9780203273487>

Schmied, J. 1991. English in Africa. London: Longman.

Seraphina Zurbriggen, Isaac Pante, Pascal Singy. Multilingual Competences and Labor Market  
Access: The Point of View of Swiss Personal Advisers in the Regional Employment

Verma-Shivendra (1990: 82-89), "Linguistic Perspectives on the Teaching of Literature." In  
International Journal of Dravidian Linguistics, 19, no. 1: