

ELITE PARENTS AND THE MOTHER TONGUE ISSUE
ON EARLY CHILDHOOD EDUCATION (A CASE STUDY
OF TUNGA AND MAITUMBI AREA OF MINNA)

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A PROJECT SUBMITTED TO DEPARTMENT OF
ENGLISH, SCHOOL OF LANGUAGES,
NIGER STATE COLLEGE OF EDUCATION MINNA

AUGUST, 2018

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**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE AWARD OF NIGERIA CERTIFICATE IN EDUCATION
(NCE)**

AUGUST, 2018.

Approval Page

This research work has been certified and approved as meeting part of the requirement for the award of Nigeria certificate in Education.

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Dedication

This research is dedicated to God for giving the wisdom to trade this part successfully. We also dedicate it to our parents and loved ones.

Acknowledgement

We wish to express our profound gratitude to Almighty Allah who gave us the strength to accomplish this work.

Our thanks to our supervisor Mallam Mohammed Baba Kolo for sparing his time to read through this work. May Allah be with you at the points of your needs.

We are seriously indebted to our parents for their patience and sacrifices to see us through the academic pursuit. We pray that Allah to give you long live to enjoy the fruit of your labours.

Finally, our sincere thanks go to our friends and mates that made the course worthwhile.

Abstract

Mother tongue generally is the language a child acquired from his/her parents, "once language at birth, the language of the native community into which the child is born". A child is an expert on the pronunciation of at least one language. The language in whose pronunciation the child is expert is normally his/her mother tongue. In this perspective, the child proficiency in the native language becomes a determining ground on which English can be satisfactorily learnt. When a language learning is well grounded in his/her native language, he or she is empowered to draw the similarity and dispensations there are in both the language of his/her birth and any other in question. With that empowerment, the child can effect corrections or changes especially with conscious effort and at will when faced with any difficulty that are from language differences. The use of language positively by the parents to the child will bring about social integration and such language must be the mother tongue. It can conveniently be maintained that mother tongue serves a sound basis for acquiring correct pronunciation skills in English because the ability of an individual to speak English in the present dispensation will undoubtedly offer him/her social integration. This study exposes the fact that most elite parents for the reason of prestige would prefer their children to use English at the level of discussion. This came study will also indelicate in no small measures that the purposeful use of mother tongue will enhance effective teaching and learning in classroom.

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CHAPTER ONE

1.0 Introduction

Mother Tongue a first language (also native language, arterial language or L₁) is the Language a person has acquired and from birth or within the critical period, or that person speaks the best and so is often the basis for sociolinguistic identity. Mother tongue is a language that person speaks the best and so is often the basis for sociolinguistic identify. Mother tongue is a language that a person acquired as a child at home (usually from his/her parents).

Femi and Wale (1990:49) sees mother tongue as "usually the sequentially first language of a bilingual/multilingual person". occasionally, a sequential language could become a mother tongue if it assumes the role of a mother tongue as in the case when a Yoruba/English bilingual who was born in and grew up in England uses English for most of his needs without having any recourse to using Yoruba.

In Nigeria for instance, Yoruba, Hausa and Igbo are mother tongues for Yoruba, Hausa and Igbo cultural groups. It is the language that fully identifies with the personal or native culture of a bilingual/multilingual person.

Mother tongue can also be defined as the language in which a bilingual or multilingual person conducts his everyday activities in which he has the greatest linguistic facility or intuitive knowledge. Femi and Wale (1999:50). The person who is a native speaker is exposed to the language twenty-four hour daily. He uses the language both at formal and informal interactions. He understands the rules of pronunciation, syntax, lexis and discourse without having course to refer to texts for correct usage of these aspects of his/her mother tongue.

Language can be described as a variety which has the socio-cultural function of serving as the instrument or nationalism and a in a speech community or nation,. In other words, it is the language which the users employ in expressing their nationalistic spirit. It is the language in which they take pride in such is the case of the English language in England.

First language or mother tongue is the only language of a monolingual person which is acquired naturally in his/her native environment and which meets all his/her linguistics needs (Afolayan, 1988). For instance, in England most native speakers of English know how to use the English language. It is therefore the only language that

they have in their speech repertoire and the only means of communication available to them. Such people are monolinguals and monocultural.

Chumbow (1990) describes mother tongue as a medium of communication which enables the child to learn and develop faster cognitively. Mother tongue according to Chigoke (2003), has been proved to be the best vehicle of communication for effective teaching and learning of any subject in the school.

The above discussions show the place of mother tongue in human beings and most especially the early life of the child. The child learns and understands how to communicate in the immediate environment in his/her mother tongue, recognition of items and greetings are usually done through the first language of the child and when the child is later taken to a formal learning environment, it helps the child to learn faster.

In regards to the above statements, this research is going to look at the place mother tongue in the life of elite parents in the early childhood education. The research will also dwell on how mother tongue could influence the life of the child positively. For effective and simple learning to take place either at home or in the school, mother tongue should be given a proper place to dwell both in homes and educational settings.

1.1. Background of the Study

Mother tongue is not new. In fact, it is as old as man. Every ethnic group has its root or basis from mother tongue. Mother tongue is the basis of the home and the society at large. In Nigeria today, there are children and quite a number of adults whom could not speak or communicate in their native tongue or mother tongue. For this reason, it has become imperative for parents to at least help the child or make sure the child is able to communicate with his/her mother tongue in his immediate environment. Because of the contact of the child with his environment, his parents' tongue might not be his mother tongue.

In some countries such as Kenya, India and various East Asian countries, "mother tongue" or "native language" is used to indicate the language of one's ethnic group. In Nigeria, the same is applicable. The first language of the child is part of their personal, social and cultural identity.

1.2 Statement of the Problem

In every society, be it urban or rural, mother tongue is the backbone of such society. Little or no emphasis has been put on the issue of mother tongue by elite parents especially parents that settle in the cities. Parents do not communicate with their children in their native tongue,

believing that the children may not learn fast or speak good English in the school. Elite parents have neglected the mother tongue, making it to be seen to the child as an optional tongue or second language.

Mother tongue if properly learned by the by the child from his early years, will help the child to communicate and understand his society faster". In the learning environment, the child will only transfer what he had learned from his native tongue to what he is taught in the learning environment which aid learning to take place even faster in the child. A child who communicates in his mother tongue at his early age, have a wider range of vocabulary and will be vast in the use of words.

1.3 Purpose of the Study

The purpose of this research is to investigate what level does the elite parents agreed that mother tongue should be allowed in the earl childhood education. To investigate also how many parents encourage the use of mother tongue to their children at home by communicating in their native language with their children. In many ethnic groups, this has become very alarming as some ethnic groups are almost facing out due to lack of native speakers of such languages. It is important for children to be competent in their mother tongue because a concept formation is easier in mother tongue.

4.1 Research Questions

1. What are the advantages of learning the mother tongue at the early childhood?
2. How important is mother tongue in the learning of a second language
3. To what value is the mother tongue to the child?
4. To what extend could a parent going making sure the child learn his mother tongue.

1.5 Hypothesis

In this research, the following hypotheses were formulated:

1. Mother tongue gives the child an awareness of his culture and helps him to appreciate it.
2. A child competent in the mother tongue does not in any way place him/her at any disadvantage in using English-the second language.
3. Parents must establish a strong home language policy and make consistent effort to help their children develop good literacy skills in their first language.

1.6 Significance of the Study

The significance of the study is to empower the use of mother tongue in the early life of the child, which will help the child to know

more about his tradition. Native tongue or mother tongue in this research will encourage different cultural groups to see the need to communicate in their mother tongue to the younger generation. The study will also assist the general public to know the consequences of not using mother tongue in the early life of the child.

In addition, the study will provide some information about the status of mother tongue in our society. It will also assist the general public to know the effect of mother tongue, how it eases learning in the early of the child. Another relevance of this study is to promote the use of mother tongue in our institution of learning, especially the pre-primary level.

1.7 Scope and Delimitation of the Study

The immediate environment of the child will be covered at the cause of this research. The research will also dwell on the time the elite parents spend with the child to make sure that the child uses the mother tongue properly.

1.8 Functional Definition of Terms

The following terms will aid the understanding of this study:

1. **Elite:** Elite is a small group of people who control a disproportionate amount of wealth or political power.

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1. **Elite:** Elite is a small group of people who control a disproportionate amount of wealth or political power.

2. **Parents:** A father or a mother. The adopter or guardian of a child.
3. **Mother tongue:** Native language a person has learned from birth.
It is passed on from parents to the child especially the mother.
4. **Childhood:** The state or time of being a child.
5. **Education:** The process of teaching, the instruction received the process of training and in proving one's taste.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

A great deal of work has been carried out in the general field of language acquisition and learning. However, this study investigates the elite parents and the mother tongue (MT) issues in early childhood education, which serves as a basis for greater achievement in spoken English. In this chapter, relevant literature would be reviewed to give support and background to the study.

2.1 Meaning and Nature of Mother Tongue (MT)

The meaning and nature of mother tongue (MT) is generally applicable to all languages within every human world and used by human persons. Language apart from being the vehicle of communication is also the medium through which teaching is dispensed. Therefore, learning is not possible without teaching in a particular language and teaching is not equally possible except with the aid of a more so, to attain best result in teaching and learning, the language in use must be that which is comprehensible by both the teacher and learner. Hoff (2001:242) states that:

Long before now theoretical significance to the study of input, child language researches were studying mother Speech to their children. Mother speech being the various ways or techniques mothers convey information or Communication with their infants and babies.

Jiya (2007:148) explains that: "indigenous language could be taken as language that are native to their respective language communities irrespective of whether they have orthography or not because the natives can communicate and live their normal lives which can only be expressed more perfectly in their own tongue". For Hoff, (2001:242) language spoken to children has the characteristics of being in form of conversation, which tends to be about the here and now, gestures, very repetitious among others. Such is the nature of the languages with which mothers relate to their children. Children's response to mother's speech is innate. It is natural and an unconscious act: Acquisition takes a gradual process until reaches fullness.

Olaoye (2007:4) defined mother tongue as: "ones language at birth, the language of the native community into which the child is born. This definition is based as functional characteristics of language generally. Salihu (2007) gives a clear nature or description of mother tongue. In this context, he sees: "mother tongue as synonymous with indigenous spoken

language in Nigeria through which communication ensues. It could be Bassa, Hausa, Nupe, Gbagyi or any of the other over 250 languages in Nigeria”.

Mother Tongue has been defined as that language which the child acquires or “learned through the language of the mother. It is conversely used between mother and child; and all close associates of the child within the child’s familiar terrain. Jiya’(2007: 148), postulates that “indigenous language could be taken as languages that are native to their respective language community irrespective of whether they have orthography or not”. The above assertion portrays a vivid supposition that mother tongue is a language since every language is basically for communication. Ibrahim (2006:80), “indigenous Nigerian Languages are actually great sources of knowledge and could well lead to and provide keys to understanding our universe. Their development will also spell the development of the entire society and indeed our world.

Elugbd (2004:1) asserts that: “each of us is an expert on the pronunciation of at least one language. The language in whose pronunciation we are expert is normally our mother tongue the language in which we are most proficient and of which we aid native speakers”.

2.2 Important Issues in Early Childhood Education

Early childhood education also (early childhood learning and early education) refers to the formal teaching of young children by people outside the family or in settings outside the home. "Early childhood" is usually defined as before the age of normal schooling five years in most nations.

Early childhood education focuses on children learning through play, based on the research and philosophy of Jean piaget This belief is centered on the "power of play". It has been thought that children learn more efficiently and gain more knowledge through play-based activities such as dramatic play, art and social games.

Researchers and early childhood educators both view the parents as an integral part of the early childhood education process. Often educators refer to parents as the child's "first and best teacher". It is very important for parents to stay engaged in their children learning process even if they are getting most of their education from a day care, day home, school etc. The knowledge learnt from a part will be more cherished and remembered by a child then if any other person taught them, especially at an early age. Early childhood education is crucial to child development and should be entered into continuously with someone you trust.

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Much of the first two years of life are spent in the creation of a child's first sense of self most children are able to differentiate between themselves and others by their second year. This is a crucial part of the child's ability to determine how they should function in relation to other people Early care must emphasize link to family, home culture and home language by uniquely caring for each child.

2.3 Elite Parents and Mother Tongue Issues

Mother tongue based bilingual programs use the learner's first language, known as the L₁, to teach beginning reading and unity skills along with academic content. The second or foreign language, known as L₂, should be taught systematically so that learners can gradually transfer skills from the familiar languages to the unfamiliar one. Bilingual models and practices vary as do their results, but what they have in common is their use of mother tongue at least in the early yea so that students can acquire and develop literacy skills in addition to understanding and participating in the classroom.

The affective domain, involving confidence, self-esteem and identity, is strengthened by use of the L₁, increasing motivation and initiatives as well as creativity. L₁ classrooms allow children to be themselves and develop their personalities as, well as their intellects,

unlike submission classrooms where they are forced to sit silently or repeat mechanically, leading to frustration and ultimately 'repletion, failure and drop out.

Elite parents see it like a competition amongst them to raise their children to speak English there by parenting the children from learning how to speak their local language fluently and efficiently. If the parents never learnt their local languages. their local languages would have gone extinct. The Elite parents must not allow their local languages to fade off just because of modernization. In Europe; the, white teach or train their children to speak English and not Yoruba, Igbo or Hausa. So mother tongue first. Elite parents have this that, once a child speaks totally in English, it 'makes the child a brilliant child, which is not true sometimes or even most of the times Let us all embrace our indigenous language and also encourage our children to embrace it.

2.4 **The Place of Mother Tongue in Language Development of the Child**

The place of mother tongue is pertinent in the language development of any child of learning child. The importance which has been attached to it did not just emerge from nowhere. Even in the colonial era recommendations which rose from language education were stated "It is a new policy" This statement is meant to indicate that there was a

language policy in Nigeria before the present one who was formulated.

The following statement support tile fact stated above:

- i.. “the local language should be used in the lower elementary standard or grades.
- ii. Lingua’ franca of African origin should he introduced in the middle classes of school of the area is occupied by large native groups speaking diverse languages, and
- iii. The language of the European nation in control should be taught in the upper classes: “(NCCE, 2004:47).

Fawehehi (1975:57), opines that “African nations had their indigenous languages before the arrival of the colonial masters. Though many of the languages are heterogeneous to one another. Though pervasive myth about sub Sahara Africa is that was like a toner of Babel before European colonization”.

Jiya (2007:14) laments that, “most indigenous Nigerian languages have been completely marginalized and are gradually being reduced in terms of status and relevance despite its number and great potentials. In the same vein, he expresses that another area which constitutes a cause for worry is the inexistence of orthography’s in our indigenous laiguages. He stresses then the need for documentation of rich cultural and

traditional norms lest they become extinct in no distant time. Having pointed out the danger that besets our indigenous languages, he recommends the development of orthographies in our indigenous language will enhance the full implementation of the National Language policy of the NPE from preprimary school to the university level.

Mother tongue in learner's language development is as important as the soul is to the body. The above statement can very well sum up the contribution of Niworu (2007:138-139). in which he highlights the efficacy of mother tongue in the promotion of Adult Education and Mass Literacy for sustainable National development.

The NPE document states that Government will ensure that the medium of instruction in the primary school of initially the mother tongue or the language of the immediate community. and at a later stage, English. This policy document hence lays emphasis on the 1953 UNESCO recommendation that the most effective means of teaching any child remains the mother tongue which will ensure not only the child's socialization but also bridging the gap between home and school:

Therefore taking cognizance of the intended beneficiaries of the UBE programme children, adolescent, youth and school drop out, etc. One believes strongly that the medium of instruction should be the

mother tongue or the language of the immediate community if the objectives of the programme would be realized.

With the above stated facts drawn from various studies and the UBE recommendations, we are left with no option other than to agree that if the basic education as stipulated is for "every Nigerian child of school going age:, and if the learning needs of "young persons who for one reason or another, have to interrupt their schooling" and if the programme will ensure "laying a solid foundation for life-long learning", the medium of instruction should be the mother tongue or the language of the immediate community of those categories of beneficiaries. Through the mother tongue whatever skill or knowledge these recipients will gain will be concrete: intimate and long lasting.

Mother tongue promotion in school helps develop not only the Mother tongue but also children's abilities in the majority school languages. This finding is not surprising in view of the previous findings that: (a) Bilingualism confers linguistic advantages on children and (b) abilities in the two languages are significantly related or interdependent. Bilingual children perform better in school when the school effectively teaches the Mother tongue and, where appropriate, develops literacy in the language. By contrast, when children are encouraged to reject their

Mother tongue and consequently, its development stagnates, their personal and conceptual foundation for learning is undermined.

When children are learning through a minority language (e.g. their home language), they are not only learning this language in a narrow sense. They are learning concepts and intellectual skill that are equally relevant to their ability to function in the majority language pupils who know how to tell the time in their own Mother tongue understanding the concept of the time. In order to tell time in the second language (e.g. the majority language), they do not need to relearn the concept of telling time; they simply need to acquire new labels or "surface structures" for an intellectual skill they have already learned. Source (mother tongue in school education) <http://iteachlearn.org/cummins/mother.htm>.18/11/2013.

2.5 Mother Tongue and the Elite

Language as a tool of cognition and communication is very utilitarian in nature it is, good to the extent which it serves its purposes well. Given that language acquisition is an arduous task that takes time, effort and determination, why would an infant push himself to learn and articulate his discomfort when a whimper serves just as well? It is because, though his interaction with his parents, he has come to realize

that feeling 'hungry' is different from feeling 'cold' and it serves him well to be able to specify his feeling so that his parents can alleviate his woes more efficiently. Utilitarianism is at work right from the start. It is helpful to bear this in mind when training to understand the problem of language education.

A good language teacher should be able to highlight the inadequacy of her students' language by demonstrating a better use for language. As one's outlook in life can be affected by one's language ability and vice-versa, such demonstration goes beyond one of technical expertise.

Individuals take pains to master a language because it serves them well. One is most comfortable and savvy with one's own mother tongue simply because it has served one well since young. One would naturally make the effort to pick up new languages as need arises. Conversely, when one sees no need for a language, one would be averse to learning it. Such are the dynamics to language acquisition and the individual level. To the individual, language learning is a very pragmatic issue- you either see a need to it, or you don't.

Children's mother tongues are fragile and easily lost in the early years or school. Many people marvel at how quickly bilingual children

seem pick up" conversational skills in the majority language in the early year at school (although it takes much longer for them to catch up to native speakers in academic language skills). However, educators are often much less aware about how quickly children can lose their ability to use their Mother tongue, even in the home context. The extent and rapidity of language loss will vary according to the concentration of families from a particular linguistic group in the school and neighborhood. Where the Mother tongue is used extensively in the community outside the school, then language loss among young children will be less. However, where a language community is not concentrated or "ghettoed" in particular neighborhoods, children can lose their ability to communicate in their Mother tongue within 2-3 years of starting school. They may retain receptive (understanding) skills in the language but they will use the majority language in speaking with their peers and siblings and in responding to their parents. By the time children become adolescents, the linguistic gap between parents and children has become an emotional chasm. Pupils frequently become alienated from the cultures of both home and school with predictable results. To reduce the extent of language loss, parents should establish a strong home language policy and provide ample opportunities for children to expand the functions for

which they use their Mother tongue (e.g: reading and writing) and the contexts in which they can use it (e.g., community mother tongue day care or play groups, visit to the country of origin etc) Source; (Higher mother tongue, Bilingual talent and Bicultural elite) h <http://www.theonlinecitizen.com/2014/04/bilingual-talent-bicultural-elite-a-label-too-many19/11/2013>.

2.6 Mother Tongue the National Policy on Education

The language provisions of the 1977 National policy on Education are hereby presented:

- a. 'The importance of a language in the educational process, and as a means of preserving the people's culture the government considers it to be in the interest of national unity each child should be encouraged 'to learn one of the three major languages other than his own mother tongue In this connection the government considered the three major language in Nigeria to be Hausa, Igbo and Yoruba (NPE p 8).
- b. To achieve the above objectives Government will ensure that the medium of instruction will be principally the mother-tongue of the language of the immediate community, and this end will;

- i. Develop the orthography for many more Nigerian languages,
and
 - ii. Produce textbooks in Nigerian language- (NPE, p 11 (3) pre-
Primary Education).
- c. Government will see to it that the medium of instruction in the
primary school is initially the mother -tongue of the language of
the immediate community and, at a later stage, English (NPE p 1
(4).
- d. The junior secondary school will be both prevocational and
academic. -The curriculum should be structured as follows:-
3. In selecting two Nigerian languages students should study the
language of their own area in addition to any of the three main
Nigerian languages, Hausa, Igbo and Yoruba, subject to availability
of teachers (NPE, 19(4) Akindele (1999:107-108).

Language in Pre-primary Education of the Child

The: position of the medium of instruction for pre-primary
education is clear from the policy. Just as the policy provides, the mother
tongue ought to be the medium of instruction of children who still on
their mother's laps. It will help to bridge the gap between the non-formal
educations which the child encounters at school. Using the mother tongue

at nursery school will complement children's acquisition of the language at home and thus help them to further learn about their environment and social norms through it. Also, since it is the medium of instruction in early primary education, the mother tongue can also best prepare the child for primary school. The use of mother tongue in pre-primary education is a good position if it is well-implemented. However, this position exists only on paper and it is not clear how the government intends to enforce it. What is stated therein is contrary to what operates in reality, in which English is used as the medium of instruction at this level since pre-primary schools are privately-owned. Moreover, pre-primary education is an elite institution attended by a negligible number of the nation's children and it is the wish of the proprietors of institutions and 'elite parents' and the children that English be used as medium of instruction. Of course, it is another matter whether this is in the interest of the children or not.

Our contention respect of pre-primary education is that government should disengage its interest in it and let parents raise their children as they wish before they get to the primary school. Education should normally begin in the primary school but the government could counsel parents of pre-primary age children through various forms of

enlightenment programmed on how to properly bring them up. In this respect, parent could send their children to learn in schools in the language they wish. Those parents who send their children to English-speaking nursery schools may have their children at a disadvantage later when they will have to use their mother tongue for primary education.

Language in Early Childhood Education

The language policy for primary education recognizes the importance of both the mother tongue and English at this level. It recognizes the appropriateness of the mother tongue to childhood. And it requires English to assist the mother tongue at a later stage' in the primary school when it believes the resources of the mother tongue may not sophisticated enough for the expression of concepts and for teach dig other subjects. Akindele (1999:112-114).

CHAPTER THREE

3.0 Methodology

In this chapter the researcher is going to dwell on research design population sample, sample and sampling technique, research instrument, validation of the instrument data collection and data analysis.

3.1 Research Design

This study intends to use a descriptive research that is, an analytical and case studies which involves the elite pal cuts in Minna Metropolis of Tunga and Maitumbi Data will be collected from these parents and their responses to questionnaires The collected responses will be described and analyzed.

Descriptive researches refers to methods used in exploring query of subject where the method measures result instead of trying to predict out comes or actions of determine cause of effect. Source: (Wikipedia, the free encyclopedia.) [http://www.reference.com/motif/education/types-of-descriptive-research.](http://www.reference.com/motif/education/types-of-descriptive-research)

3.2 Population of the Study

The target population for this study comprises the elite parents of houses in Tunga and Maitumbi Metropolis of Chanchaga Local Government Area of Niger State: These sets of elements chosen would

give the researcher the adequate information required in solving the problem under study.

3 Sampled Population and Sampling Techniques

The main sample population target for this study is the elite parents of Tunga and Maitumbi Area of Minna. Because of the large population of the areas, some elite parents were selected at random. Random sampling is the basic sampling technique where we select a group of subjects (a sample) for study from a larger group (a population). Each individual is chosen entirely by chance and each member of the population has an equal chance of being included in the sample. Every possible sample of a given size has the same chance of selection.

The sample used consisted sixty (60) male elite parents and forty (40) female elite parents which were randomly selected. The both sexes of the elite parents have the equal opportunity of being selected for the study.

3.4 Research Instrument

The instrument used for collection of data in the study includes the questionnaire. The questionnaire was well structured and consisted ten (10) items that depict various opinions about elite parents and their mother tongue issues on early child education. The questionnaire was used

because of its inexpensive, quick and easy to analyze. Also because the questionnaires are specific to what the researcher is asking, the information gain can be minimal.

5 Validation of Instrument

The research tool which was questionnaire was administered to the respondents. The researcher distributed the questionnaire to these respondents who responded promptly. Validation of instrument is the extent to which an instrument measures what it is supposed to measure and perform as it is design to perform. It is rare, if nearly impossible, that an instrument be 100% valid, so validity is.

3.6 Data Analysis

The data gathered from the questionnaire earlier distributed to both male female elite parents a simple percentage was used to summarize the response derived from the respondents.

The researchers decide to use simple percentage because it is easy to compare things that are not of same since the research is using questionnaires, it will be easy to compare items or question attempted by respondents.

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CHAPTER FOUR

4.0 ANALYSIS AND INTERPRETATION OF DATA

In this chapter, the researcher is going to dwell on the analysis of the information gathered from the field. These are responses of the respondents to the questionnaires as well as the results obtained.

4.1 Analysis and Interpretation

The analysis of the data collected from the respondent's questionnaire is presented below using table for each researched question.

The percentage of the respondent is 100.

The data obtained were subjected to means, simple descriptive percentage and Spearman's rank correlation coefficient. In the case of respondent, simple descriptive percentage was used.

Below is the formula of statistical tools employed.

Simple descriptive % = $\frac{x}{100}$

Where X = number of response

Y = total number of responses

100 = constant or total number of questionnaire.

		No. of Respondent		%	
		M	F	Total	%
Option		48	37	85	85%
True		12	3	15	15%
False		60	40	100	100%
Total					

Table 2: The child conducts his everyday activities in the language he/she has greatest linguistic facility or intuitive.

and 35% female respectively. accept language as a tool by which an individual can be identified with respondent Disagree. The table also shows that 58% male respondent identifies the personalities or culture of a person while 7% of the Table 1: It shows that 93% of the elite parent agreed that language

		No. of Respondent		%	
		M	F	Total	%
Option		38	55	93	93%
True		2	5	7	7%
False		60	40	100	100%
Total					

Table: It is language, that identifies the personalities or culture of a person

Table 2: shows that 85% of the respondent accepts the fact that the child conducts his everyday activities in the language he/she has greatest linguistic facility while 15% of the respondent do not accept.

Table 3: Mother tongue as a medium of communication enables the child to learn faster.

Option	No. of Respondent		Total	%
	M	F		
True	57	35	92	92%
False	3	5	8	8%
Total	60	40	100	100%

In table 3, it is clear that 92 of the respondent concurs that mother tongue as a medium of communication enables the child to learn faster while only 8% of the total respondent do not agreed.

TABLE 4: Does the elite parent allow their children to relate home in their mother tongue?

Option	No. of Respondent		Total	%
	M	F		
True	35	21	56	56%
False	25	19	44	44%
Total	60	40	100	100%

Table 4, shows that 56% of the elite respondents accept that their children to relate properly at home in their Mother tongue, while 44% of the respondents do not accept.

Table 5: Elite parents could assist the child deal when they communicate with their children in the mother tongue.

Option	No. of Respondent		Total	%
	M	F		
True	51	37	88	88%
False	9	3	12	12%
Total	60	40	100	100%

Table 5, show's that 88% of the majority respondent agreed that elite parent could child when they communicate with their children in the Mother tongue while just 12% of the respondent disagreed.

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Total	60	40	100	100%

Table 5, show's that 88% of the majority respondent agreed that elite parent could child when they communicate with their children in the Mother tongue while just 12% of the respondent disagreed.

Table 6: Mother tongue has been proved to be best vehicle of communication for effective and learning of any subject in the school.

Option	No. of Respondent		Total	%
	M	F		
Strongly Agreed	33	20	53	53%
Agree	11	5	16	16%
Strongly Disagree	13	6	19	19%
Disagree	3	9	12	12%
Total	60	40	100	100%

In table 6, 53% of the respondent Strongly Agreed that Mother tongue has been proved to be the best vehicle of communication for effective teaching and learning of any subject in the school while 19% Strongly Disagreed.

Table 7: The child learns and understands faster how to communicate in his /her immediate environment in his /her mother tongue.

Option	No. of Respondent		Total	%
	M	F		
Strongly Agreed	38	19	57	57%
Agree	19	16	35	35%
Strongly Disagree	2	4	6	6%
Disagree	1	1	2	2%
Total	60	40	100	100%

Table 7, have 57% of respondent who Strongly Agreed that the child learns and understands faster how to communicate in his/her immediate environment in his/her Mother tongue while 6% of these respondent Strongly Disagreed.

TABLE 8: The child will not learn fast or speak good English in school if the child communicate in his/her mother tongue at early years of the child.

Option	No. of Respondent		Total	%
	M	F		
Strongly Agreed	16	13	29	29%
Agree	9	5	14	14%
Strongly Disagree	13	7	20	20%
Disagree	22	15	37	37%
Total	60	40	100	100%

In table 8 above, 29% of the respondent Strongly Agreed that the child will not learn fast or speak good English in School if the child communicate in his/her Mother tongue at early years of the child, while 37% disagreed.

Table 9: Because of the contact of the child with his/her immediate environment, his parents tongue might not be his mother tongue.

Option	No. of Respondent		Total	%
	M	F		
Strongly Agreed	15	18	33	33%
Agree	35	11	46	46%
Strongly Disagree	6	4	10	10%
Disagree	4	7	11	11%
Total	60	40	100	100%

Table 9, shows that 46% of the respondent are of the opinion that, the contact of the child with his/her immediate environment, his/her Parent tongue might not be his Mother tongue while 11% of the respondent Disagree.

Table 10: Elite parents have neglected the mother tongue, making it to be seen to the child as an optional tongue or third language.

Option	No. of Respondent		Total	%
	M	F		
Strongly Agreed	32	18	50	50%
Agree	21	14	35	35%
Strongly Disagree	4	2	6	6%
Disagree	3	6	9	9%
Total	60	40	100	100%

Table 10, shows 50% of respondent Strongly Agreed that elite parents have neglected the Mother tongue, making it to be seen to the child as an optional tongue or third language while only 9% Disagreed.

4.2 Discussions

The result from the questionnaire revealed that majority of the respondents found mother tongue as useful and as a means at which a child or an individual can be identified with his language or culture. In Table 1, 93% of the elite respondent agreed that language identifies the personality and culture of a person.

If we know and acknowledge that Mother tongue gives us the identity of who we are from where we originate, then one will not hesitate

to identify with his/her own Mother tongue because no one chose our various natural locality. In this case, our Mother tongue becomes a radical pointer enabling us to locate our hearing. Jiya (2007:148) says that; Mother tongue or indigenous language is 'native' to the speaker "irrespective of whether it has orthography or not".

The relationship that exists between Mother tongue and English Language lies in fact that each one occupies equal position as the other. Each confers the same identity to their speakers. None is more superior to another.

In a related development, according to Table 3, 92% of the respondent concord to the fact that Mother tongue as a medium of communication enables the child to learn faster while only 8% of the respondents disputed that. If we look at the aggregate difference, which is 8%, it implies, that the surest and fastest way a child could communicate and learn, is through the Mother tongue. This is because the greater percentage of the respondent concord.

However, Table 8, shows that 20% and 37% of respondent Strongly Disagree and Disagree respectively that, the child will not learn fast or speak good English in school if the child communicate in his/her Mother tongue at early years of the child. This is, to say, a child who

speaks his/her Mother tongue could speak or learn English faster as he could transfer the knowledge in his Mother tongue to Te leaning of English.

The role of Mother tongue on the linguistic development and competence of students in the learning of English can be recognized in the light of Elugbe's assertion that: "each of us is an expert on the pronunciation of at least one language. The language in whose pronunciation we are expert is normally our Mother tongue the language in which we are speakers".

In this perspective then, our proficiency in our native language becomes a determining 'ground on which English can be satisfactorily learnt. When a language learner is well grounded in his/her native tongue, he is empowered to draw the similarities and disparities there are in both the language of his birth and any other in question. With that empowerment, he/she can effect corrections or change especially with conscious effort and at will when faced with any difficulty that arises from language differences.

Ugwu and Umanke (2006:85) agreed that, "the use of language positively will bring about social integration and that such language must be Mother tongue or language of the immediate environment", Mother

more severe sound basis for acquiring the ability of an individual to speak English in the present disposition will undoubtedly offer him/her more motivation.

number cases. On the fact that 46% which is the highest percent in Table 9, agreed that, 'the child's parents tongue might not be his Mother Tongue because of his contact with his immediate environment. This means that, a child might speak more than one tongue apart from his Mother Tongue. This also means that a child's Mother Tongue could be his second or that language as shown in Table 10, were 50% of the respondent strongly Agreed to that.

In Nigeria, a learner of English is already a linguistic adult by the time he learns English, unlike the native speaker who acquires the language as a child. A linguistic adult already will have learnt one language, which is his Mother Tongue, before learning English. Since he already has this language to cater for his immediate needs, he does not feel the urgency to learn English as does the English as Mother Tongue child acquiring it. The Nigerian English learner learns it as a second language. He thus, naturally transfers some features from his Mother tongue to the second language, such features may facilitates his learning of the language. Adedigbo (1999:146)

Finally, it was statically shown that Mother Tongue should be part and parcel of the child right from birth up to the time he/she is fit for formal education. Responses of the respondents from the selected area, equally shows that elite parents., should encourage their children to learn their Mother Tongue as it facilitate the child in learning English as his/her second language.

4.3 Findings.

Findings on the profile level of the topic; Elite Parents and the Mother Tongue Issues in Early Childhood Education, the research reveals that more than 80% percent of the people Strongly Agreed and Agreed that elite parents have neglected the Mother Tongue, which make the child to see Mother Tongue as an optional tongue or third language.

The result also revealed that both female and male elite parents are guilty of not communicating with the child even at home with the Mother Tongue which was at 56% ere 35% Male and 21% Female represent this respectfully. These findings is in line with Adegbite's comment which says that; 'the motivation for learning language cannot be as strong as that for learning a Mother Tongue' (1999: 142)

Another finding of the study revealed that Mother tongue as a medium of communication enables the child to learn faster 92% of the respondent supported that. This cardinal reason is why this research topic was selected to enable the elite parent's recognize with their Mother tongue which is the basis of their identity, ethnicity and cultural heritage.

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CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS.

In this chapter, summary, Conclusion and Recommendation of the whole project shall be discussed. It shall provide the concluding and recommendation based on the out come of the findings.

Summary

Mother tongue is a language just as English is Language. All children come to schools with languages, and that language should be accepted. The language of the child deserved as much respect as many other language(s).

Language is the carrier of culture, as doe's mother tongue. If the child is denied the use of his/her mother tongue, it is also the denied of speakers of that particular mother tongue.

Giving, the unique value that mother tongue holds for its speakers and for the community as a whole, we should go beyond seeking mere tolerance in regard to its use and protection. We should in fact, seek to provide a fostering environment that nurtures and appreciates the communicative skills to children of mother tongue speakers. By recognizing and celebrating excellence in the use of mother tongue we encourage the child to develop those skills further.

Finally, it is clearly shown from the research that mother tongue should be given much interest by the elite parents and cultivated habit of speaking the mother tongue with child for proper, easy interaction and communication.

Conclusion

Issues are outcome of experience from an individual or among groups manifested through responses or reactions to stimuli. The issues and place of mother tongue on the elite parents and the childhood education or the effect of mother tongue on persons, or individuals or even community are matters of great which need to be addressed consciously in order to have desirable result. It is a difficult task to delve into the issue of mother tongue especially when it has to do with the child. It is of paramount importance for speakers of any give language to build such language. If our languages are put side by side with other language which perhaps are more widely used and recognized, we will discover that none has any extra characteristics that perhaps may place it higher than the other. Every language plays similar and distinct role.

Recommendations

Sequel to the findings, it was recommended that:

1. Language awareness programs for both parents and students to learn about the history and social functions of this mother tongue and English, and to discover how mother tongue can foster the proper use of English language.
2. Schools in collaboration with parent teachers Association should from time to time organize activities or forum whereby parents, pupils and teachers will be exposed and encouraged to learn their mother tongue with pride and commitment. Such activities should be spearheaded by language teachers.
3. Ministry of Education aid other educational agencies should insist on the implementation of language policy on education.
4. Just as there are agencies promoting various clubs in diverse fields of eandevour, so there should be language clubs formed at various learning to enkindle mother tongue interest.
5. Elite parents should make it a point of duty to raise the children to speak their local dialect so that the child will learn and speak their mother tongue fluently so that the mother tongue will not go extinct.

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Questionnaire

Respondent,

Kindly complete these questionnaires carefully and accurately, as every information you give will be treated with great confidence.

Topic:- "Elite Parent and the Mother tongue issue on early childhood education".

Section 'A' Personal Data. Tick the appropriate column

Sex: Male () Female ()
Age: 18-25 () 26-30 () 36-40 ()
40 and above ()
Status: Student () civil servant ()
business () others ()
level of education: 'O' level () 'A' level ()
others ()

Section 'B' use a tick (✓) in the blank column where appropriate.

It is language that identifies the personality or culture of a person
True () False ()

The child conducts his every day activities in the language he/she has
greatest linguistic facility or intuitive knowledge. True ()

False ()

... as a medium of communication enables the child to learn

False ()

... allow their children to relate properly at home in

Does the child parent

False ()

True () ... assist the child a great deal when they communicate

Elite parents could assist the child a great deal when they communicate with their children in the tongue.

False ()

True ()

... in the blank column where appropriate

Instruction use a tick (✓) in the blank column where appropriate and 'D' for

A for strongly agree, 'A' for Agree, 'SD' for strongly Disagree and 'D' for

Disagree

Mother tongue has been proved to be the best vehicle of communication

of any subject in the school D ()

for effective teaching and learning SD ()

SA () A () faster how to communicate in his/her SA ()

The child learns and understands faster how to communicate in his/her mother tongue

immediate environment in his/her D ()

A () SD ()

8. The child will not learn fast or speak good English in school if the child communication in his mother tongue at early years of the child
 SA () A () SD () D ()
9. Because of the contact of the child with his immediate environment, his parents' tongue might no be his mother tongue
 SA () A () SD () D ()
10. Elite parents have neglected the mother tongue, making it to be seen to the child as and optional tongue or third language
 SA () A () SD () D ()

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