

## **The Second Language Status of the Igbo Language and Vocabulary Development**

**By**

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### **Abstract**

This paper is in response to the call to provide relevant vocabulary for the teaching, learning and use of indigenous Nigerian languages like Igbo, as a second language (L2). The paper focuses on agricultural terms, particularly, terms related to the oil palm tree. The purpose, among others, is to advocate the provision of Igbo terms as supplementary materials to Igbo L2 teachers, learners and all users for unmitigated ease of usage. The ‘photo-telling’ elicitation technique was employed to draw the data from a secondary source consisting of ninety-nine (99) photographs. Native speaker intuition and knowledge of Standard Igbo were

applied to derive and tone-mark the two hundred and ten (210) Igbo terms. Existing lexicographic materials in Igbo are not easily available and accessible, particularly to the target audience in this context. Moreover, only few tone-marked Igbo terms exist among such materials. This situation debilitates the teaching, learning and use of Igbo L2. It is hoped that improving Igbo L2 teaching approach and adopting this and similar methods in providing terms and other supplementary materials in different speech events and genres will, among other pedagogical benefits, forestall the Igbo L2 lexicographic gap and facilitate the teaching, learning, use and development of the Igbo language.

**Key terms: photo-telling, genres, palm tree, intuition, lexicographic gap**

### **Introduction**

Nigeria is blessed with very rich cultural and linguistic multiplicities. However, westernisation and globalisation have gradually taken their toll on these natural endowments by eroding them to near extinction (Ajunwa, 2008; Okediadi, 2008; Okodo, 2008; Uzoezie, 2008, etc). This turn of events has resulted to illiteracy in Nigerian languages, especially Igbo, a “situation that spells the doom of death for the languages” (Mbagwu and Obiora, 2008: 173). Hence, the call has been made (Emenanjo, 1996; Obinna, 2000; Ohiri-Aniche, 2002; 2007; Okwudishu, 2010; Ejiofor, 2013) for Nigerians to shift closer to literacy in the indigenous languages and further

away from literacy in foreign languages that erroneously enjoy very high official status in the country.

This call has started yielding positive fruits in the homeland of the Igbo language, the Southeastern Geopolitical Zone of Nigeria, comprising Abia, Anambra, Ebonyi, Enugu and Imo states. The positive results already achieved through this call in favour of Igbo include the official move in Anambra state to accord Igbo the status of a second and/or foreign language (L2/FL) to be taught at all levels of education and learned by all who have a first language (L1) other than Igbo (Anambra State House of Assembly, 2009). Sequel to this legislation, many educational institutions in Anambra state, like the Federal Polytechnic, Oko and Odumegwu Ojukwu University, Igbariam, have implemented the policy and have individually established their Basic Igbo Programme (Igbo GS). Nnamdi Azikiwe University (NAU), Awka, through her School of General Studies, also offers Igbo GS to her first year undergraduate students (*cf.* Nwankwere & Eme, 2015).

The major aim of the Igbo GS is to promote the use of Igbo by the students of these tertiary institutions, especially through oral communication starting from Southeastern Nigeria and beyond. Currently, this Igbo GS programme of the Nnamdi Azikiwe University is making waves not only in Nigeria, but also abroad. A lot of awareness is being created among the students and their parents, who now seem to realise the importance of this move by the university. For instance, recently, one could over-hear a good number of students, especially those of Igbo origin whose first language (L1) is other than Igbo,

discussing among themselves and blaming their parents for not enabling them to acquire Igbo. They have now come to realise that their parents have done them great disservice by depriving them of their heritage with regard to acquiring Igbo naturally. They further expressed their gratitude to the Administration of Nnamdi Azikiwe for not only creating the awareness in them, but for affording them the opportunity to correct the anomaly.

However, it is observed that these Igbo GS programmes are besieged by many problems militating against effective teaching, learning and use of Igbo as a second and/or foreign language (Igbo L2/FL) for various general contexts. As already stated, the main focus of these Igbo GS programmes is oral communication for general purposes. Of particular note is the paucity of the relevant basic vocabulary that stakeholders, particularly the learners, could easily draw from for expressive purposes within the immediate environment or speech community, and even beyond. People do not speak or learn to speak any language without the individual words made up by the syllables made up by the phonemes of that language. A number of lexicographic materials exist in different forms and focus on different speech events and genres in the Igbo language, for general purposes and in certain specific domains (cf. Ajunwa, 2008 and 2009; Ezeuko, 2008; Mbagwu & Obiora, 2008; Nwosu & the Igbo Medical Nomenclature Group, 2010; Achebe, Ikekeonwu, Emenanjo, Eme & Ng'ang'a, 2011; Nwankwere, 2011; Oli, Nwaozuzu & Mbah, 2013). However, it is observed that these materials are not easily available, particularly to the target audience, the learners of Igbo L2 and FL, who

lack the basic vocabulary for effective general communication in Igbo.

Furthermore, Igbo is a tone language while English, the L1 of most of these undergraduate Igbo L2 learners, is a stress or intonation language. Consequently, it is highly beneficial for our target audience to learn to speak the Igbo language properly by being introduced to how the Igbo words are pronounced as well as tone-marked. However, it is worrisome that only a few of the published authors in the area of vocabulary or terms, for instance, the Nigerian Educational Research and Development Council (NERDC, 1991) tone-marked their Igbo terms to serve as a pronunciation guide to Igbo L2/FL learners and users. Even at that, the tone-marking conventions adopted by some are not L2 learner-friendly. To this effect, it is very difficult if not impossible for Igbo L2 learners to access, what more producing the terms effectively: a situation that debilitates their learning the language. In order to ameliorate this problem, more attention is needed to provide the basic vocabulary in all general, as well as specific, domains of the Igbo language and life as people do not effectively learn a language as L2 or FL without the TL's extensive vocabulary. A good example of an area of vital importance in current Nigeria is the agricultural domain, which is of interest to this study.

### **Agriculture**

The importance of agriculture for human existence and sustenance is common knowledge and cannot be over-emphasised. There is scarcely any aspect of human life that can conveniently be said to exist without dependence

on agriculture. The palm tree is one of the most useful agricultural heritages of man, particularly, the Igbo man. Basden (1966: 155) buttresses this when he described the oil-palm tree (*Elaeis guineensis*) as "... a blessing of inestimable value." Everything about this miraculous tree is of great use and value, and serves as a source of raw material to numerous products in the world market. Some of its raw and direct products include palm oil, palm kernel oil, palm wine, products from palm fronds and fibres. The fruits and oils are highly consumable and efficacious in the treatment of various ailments. Similarly, some of the indirectly processed products include soaps, creams and pomades, fertilizers, animal feeds, brushes, carpets, brooms, and others. In relation to Nigeria, it is a very giant cash and export crop. Before the oil boom, the palm tree was one of the crops that put Nigeria on the world trade map and the country was known to be the highest producer; while our products had the highest quality. Unfortunately, however, the oil boom put a clog in the wheel of Nigeria's international wealth. It is sad to hear that Indonesia, a country that came to Nigeria some years back to procure some palm seedlings, is currently the world's highest producer of palm products. Worst of all, Nigeria is currently a heavy importer of palm products, including seedlings from Indonesia.

Be that as it may, it is of great importance to note that Igbo land is that highly favoured part of Nigeria which is the homeland of the elegant, sacred and divine tree, the oil palm tree. According to Basden (1966: 155), the oil palm tree "...flourishes over almost the whole of the Ibo

country in greater or less degree according to locality.” Moreover, it was from Igbo land that Indonesia procured their currently world acclaimed palm seedlings of high yield. This fact, among others, motivates this study.

The primary concern of the study is the documentation of aggregate terms that are related to the oil palm tree. In this regard, the paper is seen as an effort in the right direction. In subsequent sections, we present the method of data collection, followed by the data presented in a tabular form, and the conclusion.

### **Method of data collection**

More than two hundred photographs were accumulated through extensive fieldwork research carried out in at least four communities of each of the eight Igbo groups of dialects (Nwaozuzu, 2008). The 2015/2016 second year undergraduate students of the Department of Linguistics were used as the fieldwork assistants. It involved visiting different traditional and modern homes and sites where various stages or processes concerning the different aspects of the palm tree were going on. The fieldwork covered the stages of planting, tending, through harvesting and processing of the fresh palm fruits/nuts and kernels, including the traditional and modern methods.

The data elicitation technique we named ‘photo telling’ was adopted in the course of collection of data consisting of ninety-nine (99) representative photographs. ‘Photo telling’ is a technique for identifying objects or items seen in photographs and using the target language to name them. (see Nwankwere, *forthcoming*). It is adapted from

picture strip story used in communicative language teaching and learning (Littlewood, 2002; Nunan, 2004; Larsen-Freeman, 2008). The ninety-nine representative photographs were selected from the main album because each of them could elicit at least ten relevant terms. These ninety-nine (99) representative photographs are adjudged to elicit about three quarters of the expected terms in Standard Igbo. For this study, native speaker intuition and knowledge of Standard Igbo (SI) were employed to supply the general or common Igbo terms identified in the photographs. Where there were terminological vacuums in the SI, lexical items were borrowed from the dialects. Two hundred and ten (210) items closely related to the palm tree were selected from the original data first presented in a table of five columns. But, for this presentation, the two hundred and ten (210) items are arranged in three columns; thus: serial number, Igbo names and the gloss. They are then rearranged in SI alphabetic ordering, with their English equivalent terms. Where there are lexical gaps between Igbo and English, translation techniques like adaptation, loaning, transliteration, were employed. Next, their tones were assigned. The three phonemic tones of Igbo are adopted and all the syllables of the items of the data are tone-marked for the benefit of the ultimate users. Hence, the tones of the Igbo terms are marked using the acute accent / ' / for high tone (H), grave accent / ` / for low tone (L) and the macron / ¯ / for downstep tone (S). The musical notation technique of tonal application or assignment was used to ease pronunciation (see Nwankwere, *forthcoming*).



## Data presentation

In documenting the palm tree related terms, we deem it fit to include the names of some other objects that are normally made use of in connection with the palm tree, its fruit, processing, and so on. An example is item No. 2, **ábọ́ ígwè, bárò** ‘(wheel) barrow’, which is used in carrying palm fruits and all kinds of related things.

**Table of Data**

SN	Standard Igbo Terms	Gloss
1.	ábọ́	native basket
2.	ábọ́ ígwè, bárò	(wheel) barrow
3.	àgbádá, àgwádá	big iron fry
4	ájáúpà/òtò	red soil/earth
5.	áká m̄mādū nā-átútù nkwū (ítūtù nkwú)	a hand pick
6.	áká ódō	Pestle
7.	ákómū (áká ọmū)	stone match
8.	àkpà	Bag
9.	àkpà ásíśá ójĩ	black sponge
10.	àkpá fètáláyízá (màkà m̄wúnýé m̄kpúrū) nkwū, ákí, dgz.	empty fertilizer

11.	àkpà (m̀kpúrū) nkw̄ (àtùtùràtútù)	a bag of (al
12.	àkpàrà (nkw̄)	a type of na
13.	àkwà m̀fòpū itè	piece of clo
14.	àkwà m̀gbòchí ànwū/ànwùntà, nèètì	mosquito n
15.	átákpára nkw̄ (ósísí nkw̄ ná-étò ētō)	young palm
16.	átákpára nkw̄ (ósísí nkw̄ ná-étò ētō) dígásí n'itè sìmèntì	young agric
17.	(m̀kpúrū) ákī á nà-àsáchàpū m̀mānū	palm kernel
18.	ákí é ghèrè èghè/èghèrèghé (èghèrèghé ákī)	fried palm l
19.	ákí ndù	fresh palm l
20.	ákí òhīā (nkw̄ òrīrē/rērē ērē)	bush kernel
21.	ákí òròkō	tender palm
22.	ákí sīrī n'òkú (á nà-èghé ēghē)	palm kernel
23.	àkpúkpóúkw̄/àkpúúkw̄ òrū	boot/factory
24.	àkwà ròbà, wòtā pùrúùfù/prúùfù	water proof
25.	àkwū/nkw̄ á nà-àsú(āsū) n'ígwè	palm fruits
26.	ànwùrù òkū	Smoke

27.	arĩa	clay dish or
28.	ávúvù (á pàchàrà àpàchá), mpàchàrà ávúvù, ávúvù mpàchá	washed palm
29.	àwàràwá ósísí, ósísí á wàrà àwá, pàlànki/plànki	plank (for f
30.	àwùrùsèè/èbènéèbè (áhìhiá) ndù	fresh àwùrù
31.	àwùrùsèè/èbènéèbè (áhìhiá) òkpóṓ	dried àwùrù
32.	áyàghìrìyà (ńkwū)	defruited/er
33.	ázízà ígù (kèámā/kēēzī/kè á pīghī ápí)	broom (for
34.	ázízà (ígù(kèùlò), àpírápí ázízà	broom (for
35.	ázízà úrī/úrī éwū, ázízà ósísí	broom from
36.	bárò, ábó ígwè	(empty) wh
37.	bárò ákí dī nà yá	barrow of k
38.	Bézìnì	Basin
39.	bézìnì àlùmí íkénké	medium-siz
40.	bézìnì àlùmí ntà, èféré ákā/ákī	small alumi
41.	bókēèti ígwè	iron/alumin
42.	bókēèti róbà (é jì èchétá) mmánū	plastic/rubb

43.	dòròṇù/dùròṇù/pótiri	drum
44.	èbèlè/òbèlè (m̄mānyā)	calabash for
45.	Éfè	iron/metal i
46.	éféré ákī/ákā n̄tā(kírī)	small wash-
47.	éféré ígwè/ézē	enamel plat
48.	éféré íwūnyē/m̄wūnyéūdē ákī	enamel plat
49.	éférénrī (ígwē) àlùmí nkénké	medium siz
50.	éféré ófē/ūrū	big soup bo
51.	éférénrī (ígwē) àlùmí ntà	small alumi
52.	éféré òmì (òmìmì/mírì èmì) rọbà, bézìnì plástíiki/rọbà	plastic (rubl
53.	éféré òmì tínkà (bézìn àlùmínòṇ, àlùmí)	aluminium
54.	éféré rọbà	plastic/rubb
55.	èkéréké(mkpúrū) nk̄wū	lumps of pa
56.	èkètè, nkàtā	coverless rc
57.	ékètékē (m̄mánū ékètékē)	the red oil g  various deli

58.	ékú/ngàjì ékwū/ófē	native cook
59.	ékú/ngàjì ékwū/ófē īgwè	iron cookin
	ékwé m̀kp̄ (nwá/nwé ékwé m̀kp̄)	small/half j.
60.	ékwè (ékwèrè)	native benc
61.	ékwē jī	yam stakes
62.	ékwú	fire place
63.	ékwú bùlòòkù	block, make
64.	ékwú ígwè	tripod (stan
65.	ékwú ígwè ntà	small tripoc
66.	èlù/m̀mánú ákī	palm kernel
67.	Érírí	native rope
68.	Ètè	palm (tree)
69.	ètè rọ̀bà	plastic clim
70.	gálò̀nù rọ̀bà	plastic/rubb
71.	íchéké ọ̀kū	hot/livechar
72.	íchére (m̀kpòkórō) ákī	palm kernel
73.	ígú (ọ̀kwòrọ̀ kéòkwútē)	stone grind

74.	ígù (ńkwū)	palm fronds
75.	ígū kpōrō nkú/ígùókpóó	dried palm
76.	ígbū ńkwú	to kill, cut/h
77.	ígwè(ítì/ígwē òtípìà) ákī	kernel crack
78.	ígwè ípà/úpà (ígwē òpà) m̀m̀m̀ǹǹ	palm oil pro
79.	ìhí jī	heap of yan
80.	ìhì ńkwū á sùrù àsú	a heap of po
81.	ìhí ikè, ìhìísí/ógbè ákwū/ńkwū	a heap of bu
82.	ìhì ńkwū ndù	a heap of fr
83.	ìhìísì ákwū/ńkwū	a heap of er
84.	ìkè/ísí/ógbè ákwū/ńkwū	bunch/head
85.	ìkè/ísí/ógbè ńkwū rēē ēēē (kéūrē)	rotten bunc
86.	ìkó àgbò	native cup f
87.	ìkó róbà óbérē/ntà(kírí)	small plasti
88.	íkwè ńkwū	mortar for p
89.	írē ókū	tongue of fi
90.	ísí shóvèèlù	shovel head

91.	ísī́ ñkwú	to boil palm
92.	ìtè ígwè	iron/tripod
93.	ìtè ñkwū̀kèùzū̀	locally made
94.	ìtè pòòtù ùkwú	big steel/me
95.	ìtè tínkà ùkwú (é jì àsá ákí́ nà ávùvù)	big tinker's extracting o
96.	ítì ákí́	to crack pal
97.	íwū́/ísī́ ñkwú	to boil palm
98.	íkū̀chàpùtà/íkū̀pùtàgàsì m̀kpúrū̀ ñkwū̀	defruiting o
99.	íkū̀ ñkwū̀, ìdò/ìzò ñkwú	to plant pal
100.	íkū̀ ñkwū̀	to tap palm
101.	íkpa	to weave
102.	írā m̀mānū̀	to eat palm
103.	ísā́ (íjī́ ñchà àsá íhē)	to wash (an
104.	ísū̀ ñkwū̀	to process p
105.	íwū̀ (íwū̀nyē)	to pour (to j
106.	m̀gbàájā́/ógbàájā́	mud wall/fc

107.	ṁgbàájā/ógbàájā bùlòòkù	block wall/
108.	ṁgbùu (ṁgbúchà (ńkwū) (kèígwè)	long iron/m
109.	ṁgbúgbá	native whis mixture of p
110.	ṁkpìrìsì (ógwùrùgwù) ósìsì	chunk of tre
111.	ṁkpìsì íghū nkwū	extraction/e
112.	ṁkpúrū ígù/ázìzà	broom (stic
113.	ṁkpúrū nkwū ndù	fresh palm
114.	ṁkpúrū nkwū èsirièsi (ésirièsi)	boiled palm
115.	ṁkpúrū nkwū (á tūtùrù àtútù)	extracted/pi
116.	ṁkpúrū ósìsì sīkāmò	sycamore fi
117.	ṁmà nkwū/ṁmà íkēnkwú, ṁmā ògè	cutlass/mat
118.	ṁmánú dī/sērē nā ṁmīrī (dī n'élú ṁmīrī) dī n'éféré òmì	basin of wa (processed)
119.	ṁmánú nkwū/ákwú	palm oil
120.	ṁyò	native sieve
121.	ṁyò ígwè	metal/iron s



122.	ñché ñmānyā	a native her
123.	ñdímpápùtá ñmānū n'ígwè	people turn
124.	ñgū(rū)/ñkò	a hooked/sl
125.	ñgīgā	a round bas
126.	ñkú	Firewood
127.	ñkúógùgù/ókpòrò/ópèrè ñkwū	palm frond
128.	ñkú/ñkúyì/ñkúchàpùtá	a stick/club
129.	Ñkwágó	rafter (e.g.,
130.	ñkwú/ákwú	palm tree/fr
131.	ñkwú ópèrè	untamed/un
132.	ñkwú nā-āgbō n'īmē ìtè (ñmírī)	palm fruit b
133.	ñnúkwú dọrọ̀nụ	big drum
134.	ñnúkwú éféré rọ̀bà	big plastic/i
135.	ñnúkwú ñgàjì ígwè(ñné nwaànyịjì n'áká)	big iron spo
136.	ñnúkwú ñgàjì mkpópú (màkà íkūpùtá ñkwú nà íghē íhé)	big frying s
137.	ntụ, úbúbè/ùbùbè (ntụ)	Ash

138.	nwáànyị nā-ēkē nkwū	a woman cu
139.	óché ūsékwū	kitchen/won
140.	ógbè/òdó nkwū ágīrīlki/bèkéè	agricultural
141.	ógwè/ósísí nkwū	palm tree (t
142.	ógwú nkwū	palm thorns
143.	ògùrù (mímírī ògùrù (nkwū))	waste water red/clay soi
144.	ógwùrùgwù ósísí	tree trunk
145.	òjúkwú (nkwú òjúkwū)	a special an of various t
146.	òkpó ntū rōbà	plastic dust
147.	òkpòrò (ósísí) nkwū	palm stick/p
148.	Òkpú	cap/hat
149.	òkwútē, ñkúmè	Stone
151.	ólóóló/káráamá	Bottle
152.	ónyé ètè/ògbú nkwū	palm (fruit)
153.	ópúpé nkwū	mature paln

154.	Ósísí	Tree
156.	ósísí/úkwù ñkwū	palm tree
157.	ósísí ñkwū ágìrìkì	agricultural
158.	óbá (jī)	yam barn
159.	óbà	native bowl
160.	óbà róbà ñnúkwū	big plastic r
161.	òdó/ógbè ñkwū	palm grove
162.	òdó/òdó ñkwū	planter/one
163.	ógbà/ògìgè ékwé àchàrà	bamboo fen
164.	ógbà(úlò) éwū	goat pen
165.	ógbà ígù	fence of pal
166.	ógbà/ògìgè ígù(ñkwū kpóró ñkú)	fence of dri
167.	ógbákwù/fónēēlù	Funnel
168.	ókú	Fire
169.	ókù (ñkwū)	wealth (fro
170.	òkú ñkwū	palm tapper
171.	òkù	a medium s

172.	òkpùkpò	native bed r
173.	òkpùrùká (ńkwù òkpùrùká)	a specie of j
174.	òmú m̄mà	file (for sha
176.	òmú (ńkwū)	tender palm
177.	òsúkwū (ńkwù òsúkwū)	a specie of j shredded w
178.	péèlù/bókēètì rọbà	plastic pail/
179.	ùbìbì ósísí	wooden lad
180.	úbúbè ntū	Ash
181.	ùdé/èlù ákī	palm kernel
182.	Ūdù	clay pot
183.	ùdù áká àbùō	one jar of p
184.	ùdù mmānyā	palm wine j
185.	ùdù mmīrī rọbà ntà	small rubbe
186.	ùdù rọbà	plastic/rubb
188.	ùfé/òfé ikùkù, àkùpè; m̄fèmfé	hand fan m:
189.	Ūkó	native kitch

190.	úkòrò ókū	steam
191.	úkwù nà ógwé/ógwùrùgwù ósísí	tree base an
192.	Únyì	Charcaol
193.	ùsékwū gbām gbām	zinc kitchen
194.	Úté	Mat
195.	úte àlà ùlò; úte àlà ùgbò; úte ónúzò ùlò	carpet; car r
196.	ùdò	native rope
197.	úfúfù mmanú ákī	fat (foamy)
198.	úgbó ígwè/ígwē òbū (é jì èbú) íhē/íkwū	a metal box
199.	úgbó/úgbòdò íkwū	long, deep r
200.	ùlò ájā	mud house
201.	ùlò ákíríká	thatch hous
202.	ùlò bùlòòkù màkà íngwónkwó	a block hou
203.	ùlò gbám gbám	zinc house
204.	ùlò ígù	palm frond
205.	ùlò ósísí	a hut/wood
206.	ùmù íkwū	native tende

207.	úmù ñkwù ágírìkì/ágríkí	agric tender
208.	úpú/ópú itè	Sooth
209.	úrí (ńrí) éwū	goat weed/f
210.	wòtápùrúùvù (é jì ékpùchí èwùrèwú ñkwū)	waterproof/ steam/vapo

## Conclusion

The provision of the relevant basic vocabulary of the Igbo language in large numbers will facilitate the teaching, learning and use of Igbo as L2; thus, motivating all the stakeholders, particularly, the Igbo L2 learners in the enterprise. Importantly, it has been observed that the Igbo language to which the L2 learners are exposed lack adequate basic vocabulary items, what more, properly tone-marked Igbo terms. This is an indicator that the learners may never attain average communication ability, what more optimal achievement. Thus, there is need to train Igbo L2 learners to adopt various techniques, like ‘photo telling’ to elicit, learn and use relevant vocabulary for their progress. Significantly, teachers of Igbo L2 need to imbibe the art of employing the musical notation technique of tonal application or assignment on each syllable of Igbo words, especially minimal pairs/sets. Invariably, the practice of drilling the learners properly in

Igbo tone and tonal identification and applications has invaluable benefits like effective pronunciation and acquisition of Igbo words.

By employing the data elicitation technique of ‘photo telling’ in identifying objects or items seen in photographs, naming and rendering them in well tone-marked Igbo, the study serves as a motivator in contributing to the development of relevant vocabulary for teaching, learning and use of Igbo as L2. The move serves to facilitate the availability and accessibility of these relevant vocabulary items to all.

We recommend that all stakeholders in the course of developing the Igbo language put in more effort in providing utilitarian materials that would serve both immediate and future needs of Igbo L2 teachers, learners and users. Particularly, more specialists need to be involved in the Igbo L2 agenda. Moreover, adequate teachers and personnel well-trained in the special area of second and foreign language pedagogy need to be engaged. We believe that improving the Igbo L2 teaching approach and adopting more current ones in providing terms and other supplementary materials in different speech events and genres will, among other pedagogical benefits, forestall the Igbo L2 lexicographic gap and facilitate the teaching, learning, use and development of the Igbo language. Finally, while the existing crop of personnel handling these L2 programmes, like NAU’s Igbo GS, is being commended, there is need to afford them the opportunity of special training for optimal performance.

The Igbo L2 arena is a virgin ground, as such areas for further research abound. For instance, analysis of term creation techniques; analysis of the synonyms, homonyms and other semantic relations and properties from the data; lexicographic, translation and interpreting studies, need to be investigated.

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