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SOCIOLINGUISTICS ANALYSIS OF LANGUAGE USED IN NIGERIAN MARKETS: IMPLICATION OF LANGUAGE EDUCATION POLICY

(A CAES STUDY OF SOKOTO NORTH OF SOKOTO STATE)

BY

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This research project has been read and approved as meeting the requirement for award of Bachelor of Art Degree in Education (English), Faculty of Education and Extension Services, Usmanu Danfodiyo University, Sokoto.

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DEDICATION

This research work is exclusively dedicated to God Almighty, the creator and the sustainer of all for His hidden and manifested blessing and mercies upon us.

ACKNOWLEDGEMENTS

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CHAPTER TWO: LITERATURE REVIEW

The review of related literature was done under the following subheadings:

CHAPTER THREE: RESEARCH METHODOLOGY

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ABSTRACT

This project examined the sociolinguistics Analysis of Language Used in Nigerian Markets: Implication of Language Education Policy in Sokoto metropolis in Sokoto North. Data collected were subjected to the descriptive analysis and sociolinguistics elements in the market discourse were pointed out. The data were obtained through questionnaire administered in the selected markets in Sokoto metropolis. Two markets were randomly selected for this research, questionnaire were administered to the respondents and the buyers and sellers responded to fifteen (15) point questionnaire respectively which formed the data analysis and discussion in the project, and the researchers was able to find out some valid factors. Finally, the scores of the respondents to the questionnaire were subjected to statistical analysis using tabulation and descriptive techniques which involve the comparison of frequencies of response were expressed as percentage of total frequency. Investigation revealed that approximately 53% of the sellers are using Hausa, English and Pidgin language to reach the suppliers of their goals and thereby developed more interest in it. Majority of the buyers that were randomly

selected indicated that they find it very difficult to understand each others, because they are not speaking the same language, while some find it easier. For instance 25% are using Hausa language to communicate in the markets while 17% are using English language and 11% are using Pidgin while 47% are using other languages.

The research concluded that those who are literate individual among the buyers and the sellers should be given encourage to put more effort on the speaking of English and Pidgin language most of the time, while parent, educational policy markers, society and community should support the government to established Adult literacy servicer and awareness should be given to the buyers able the sellers in the markets to attend this programme after come back from the markets etc. In addition the teacher to be employed should not based on qualifications alone, but on their interest and competence of being able to speak fluent and teach them in fluent manner, making use of appropriate instructional materials.

CHAPTER ONE

1.0 INTRODUCTION

1.1. BACKGROUND TO THE STUDY

According to Wikipedia, a market is one of the many varieties of systems, institutions, procedures, social relations and infrastructures whereby parties engage in exchange. While parties may exchange goods and services by barter, most markets rely on sellers offering their goods or services (including labour) in exchange for money from buyers. It can be said that a market is a place where prices of goods and services are established. For a market to be competitive there must be more than a single buyer or seller. It has been suggested that two people may trade, but it takes at least three persons to have a market, so that there is competition in at least one of its two sides.

A market brings together people from different socio-cultural backgrounds for the purpose of business transaction. In a bid to buy and sell goods, marketers tend to communicate using a language (Odebode, 2012). There are two roles in markets, buying and selling. Markets allow any tradable item to be evaluated and priced. A market emerges more or less spontaneously or may be constructed deliberately by human interaction in order to enable the exchange of rights (of ownership) of services and goods.

Markets vary in form, scale (volume and geographical reach), location, and types of participants, as well as in types of goods and services traded in. Examples include:

- Physical retail markets, such as local farmers' markets (which are usually held in town squares or parking lots on an ongoing or occasional basis), shopping centers, market restaurants, and shopping malls

- (Non-physical) internet markets

- Ad hoc auction markets

- Markets for intermediate goods used in production of other goods and services

- Labor markets

- International currency and commodity markets

- Stock markets, for the exchange of shares in corporations

- Artificial markets created by regulation to exchange rights for derivatives that have been designed to ameliorate externalities, such as pollution permits.

Illegal markets such as the market for illicit drugs, arms or pirated products.

In addition, another classification or types of market as stated in the Wikipedia retrieved on (22/11/2013) are depicted herein:
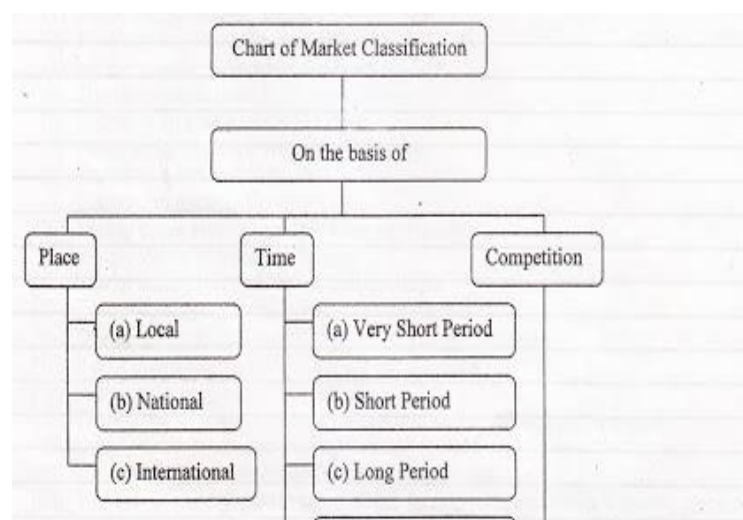
On the basis of Place, market is classified into:

1. Local Market or Regional Market.

2. National Market or Countrywide Market.

3. International Market or Global Market.

On the basis of Time, market is classified into:

1. Very Short Period Market.

2. Short Period Market.

3. Long Period Market.

4. Very Long Period Market.

On the basis of Competition, market is classified into:

1. Perfectly competitive market structure.

2. Imperfectly competitive market structure.

The above market structures differ widely from each other in respect of their features, price etc. Under imperfect competition, there are different forms of markets like monopoly, duopoly, oligopoly and monopolistic competition.

Usually, Market means a place where buyers and sellers meet in order to carry on transactions of goods and services. Thus, the focus of the present study is the first category of market. i.e. physical market attempts to analyze the sociolinguistic issues in kasuwagandu (shehu shagari market) and kasuwa dankura (magi market) sokoto, Nigeria. The study focused the social and language contact that occur during the face to face contact of buyers and sellers.

1.2   STATEMENT OF THE PROBLEM

A closer view of the languages used in markets may reveal that they are persuasive, vocative or emotive. We may as well discover that such marketing languages contain metaphoric and euphemistic expressions. Finally, we may find some of the buyers and sellers code switch and code mixing in the course of haggling this is why our preoccupation in this study is to unravel and identify the sociolinguistic issues that accrue in the language of marketing in sokoto markets, a metropolitan city in Nigeria. Adeyanju (2002).Noted that the task before

a sociolinguist is to investigate and describe features of language or verbal interaction peculiar to each identified social class. Since the social situation is the most powerful determinant of verbal behaviour (Adeyanju, 2002) .In a nutshell, the research sought to present a content analysis of language of interaction in the market from the perspective of sociolinguistics.

1.3   PURPOSE OF THE STUDY

The specific purpose of this study was to carry out a study on the sociolinguistic analysis of language of interaction in the market. Specifically, the objective of the study is to:

1. Identify the sociolinguistic strategies such as bilingualism/ multilingualism and code switching and mixing.

2. Also the study presents a real life examples of bilingual speech manifestations providing background information about the bilingual developments of people under examination

3. Investigate how sociolinguistic variables like age, gender, social class, occupation, regional grouping etc. affect their language use in the market.

1.4   RESEARCH QUESTIONS

However, the research work intends to seek answers to the following questions:

1. What are those factors that dictate the form of exchange in market communication?

2. Ascertain the orders of transactions and communications between the sellers and the buyers?

3. Assess the sociolinguistics aspects in the discourse among the sellers and buyers within the Sokoto markets in Nigeria?

4. What is the implication of language used in the markets on Language Education Policy?

1.5 SCOPE AND DELIMITATION OF THE STUDY

The geographical location of the study would be Sokoto markets in Nigeria. The choice of Sokoto markets was due to its vibrant contributions to socio-economic and linguistic developments. It is also believed that data from market is useful because a market is an ideal place for different languages and their varieties to come into contact thus presenting a multilingual setting with its attendant consequences. The variables to be investigated in the study include the sociolinguistic factors of gender, nationality, ethnicity, geographical origins and social class. As a result of this,some selected markets in sokoto metropolis are used.

i. Kasuwagandu (shehu shagari market)

ii. Kasuwa dankura (magi market)

1.6 SIGNIFICANCE OF THE STUDY

The outcome of this study would benefit students most especially those specializing in sociolinguistics. It would also benefit teachers, policy makers and other stakeholders in the practice of education. Interaction and communication involve transmission of information from the speaker to the hearer. Effective communication requires that the interlocutors must share certain background information, if not, communication breakdown may occur. This study analyzed some factors inhibiting interacting in the market most especially those that has to do with sociolinguistics. An analysis of language use in a sales setting allows us to examine the interactional skills and processes involved in selling and consumption. It is the hope of the researcher that an analysis of the multilingual speech behaviour will give an insight into the problems of different linguistic groups and individuals and thus assist in Language planning and in educational policies especially with regards to language in education.

CHAPTER TWO

2.0 LITERATURE REVIEW

This chapter focuses previous studies that are relevant to the study.

The review was done under the following subheadings:

a. Language and Society

b. Sociolinguistics: Factors Influencing How People Speak

c. Origin/ Evolution of Sociolinguistics

d. Scope and Goal of Sociolinguistics

e. Theories/ People's Contributions to Sociolinguistics

f. Empirical Studies on Sociolinguistics Analysis

g. Appraisal of the literature reviewed

2.1 LANGUAGE AND SOCIETY

Language is indissolubly linked with the members of the society in which it is spoken, and social factors are inevitably reflected in their speeches. Language is a complicated business. In everyday talk, we use the word 'language' in many different ways. It is not clear how 'language' should be defined or what the person on the street thinks it actually is. Then, people relate the word 'language' to the expression of thoughts. They often say that they cannot find words for their thoughts or express feelings. Or they are hunting for the right words. Alternatively, we say that language is a means of communication (Anthony, 2010).

The relationship between language has to do with relationship between language and culture. However, this is a complex one due largely in part to the great difficulty in understanding people's cognitive processes when they communicate. Wardhaugh (2002) defines language in somewhat different ways, with the former explaining it for what it

does, and the latter viewing it as it relates to culture. Wardhaugh (2002, p. 2) defines language to be: a knowledge of rules and principles and of the ways of saying and doing things with sounds, words, and sentences rather than just knowledge of specific sounds, words, and sentences.

While Wardhaugh does not mention culture per se, the speech acts we perform are inevitably connected with the environment they are performed in, and therefore he appears to define language with consideration for context, something more directly compiled in the following:

… (1) Language does not exist apart from culture, that is, from the socially inherited assemblage of practices and beliefs that determines the texture of our lives. In a sense, it is 'a key to the cultural past of a society' a guide to 'social reality' and if we are to discuss a relationship between language and culture, we must also have some understanding of what culture refers to. Good-enough (1957, p. 167, taken from Wardhaugh, 2002, p.219) explains culture in terms of the participatory responsibilities of its members. He states that a society's culture is made up of whatever it is one has to know or believe in order to operate in a manner acceptable to its members, and to do so in any role that they accept for any one of themselves.

Malinowski (Stern, 2009) views culture through a somewhat more interactive design, stating that it is a response to need, and believes that what constitutes a culture is its response to three sets of needs: the basic needs of the individual, the instrumental needs of the society, and the symbolic and integrative needs of both the individual and the society.

In his studies with Benjamin Lee Whorf, recognized the close relationship between language and society, concluding that it was not possible to understand or appreciate one without the knowledge of the other" Wardhaugh, 2002, p. 220). However, Wardhaugh (2002, pp. 219-220) reported that there appear to be three claims to the relationship between language and society: The structure of a language determines the way in which speakers of that language view the world or, as a weaker view, the structure does not determine the world-view but is still extremely influential in predisposing speakers of a language toward adopting their world-view. Sociolinguistics is a developing branch of linguistics and sociology which investigates the individual and social variation of language. Just as regional variation of language can give a lot of information about the place the speaker is from, social variation tells about the roles performed by a given speaker within one community, or country.

2.2   SOCIOLINGUISTIC: FACTORS INFLUENCING

HOW PEOPLE SPEAK

Sociolinguistics is also a branch of sociology in that it reveals the relationship between language use and the social basis for such use. Sociolinguistics differs from sociology of language in that the focus of sociolinguistics is the effect of the society on the language, while the latter's focus is on the language's effect on the society. Sociolinguistics is a practical, scientific discipline which researches into the language that is actually used, either by native speakers or foreigners, in order to formulate theories about language change. There are numerous factors influencing the way people speak which are investigated by sociolinguistics. These factors as stated by Anthony (2010) are as follow:

1. Social Class: the position of the speaker in the society, measured by the level of education, parental background, profession and their effect on syntax and lexis used by the speaker. An important factor influencing the way of formulating sentences is, according to sociolinguists, the social class of the speakers. Thus, there has been a division of social classes proposed in order to make the description accurate. Two main groups of language users, mainly those performing non-manual work and those with more years of education are the 'middle class', while those who perform some kind of manual work are 'working class'. The additional terms 'lower' and 'upper' are frequently used in order to subdivide the

social classes. Therefore, differences between upper middle class can be compared with lower working class.

2. Social Context: the register of the language used depending on changing situations: formal language in formal meetings and informal usage during meetings with friends, for example. It is notable that people are acutely aware of the differences in speech patterns that mark their social class and are often able to adjust their style to the interlocutor. It is especially true for the members of the middle class who seem eager to use forms associated with upper class; however, in such efforts, the forms characteristic of upper class are often overused by the middle class members. The above mentioned process of adapting own speech to reduce social distance is called *convergence*. Sometimes, however, when people want to emphasise the social distance, they make use of the process called *divergence*, purposefully using idiosyncratic forms.

3. Geographical Origins: slight differences in pronunciation between speakers that point at the geographical region which the speaker comes from. Sociolinguistics investigates the way in which language changes, depending on the region of the country it is used in. To describe a variety of language that differs in grammar, lexis and pronunciation from others, the term *dialect* is used. Moreover, each member of community has a unique way of speaking due to the life experience, education, age and

aspiration. An individual personal variation of language use is called an *idiolect*.

4. Ethnicity: differences between the use of a given language by its native speakers and other ethnic groups. There are numerous factors influencing idiolect, some of which have been presented above; yet two more need to be elucidated, namely jargon and slang. Jargon is specific technical vocabulary associated with a particular field of interest, or topic. For example words such as convergence, dialect and social class are sociolinguistic jargon. Whereas slang is a type of language used most frequently by people from outside of high-status groups, characterized by the use of unusual words and phrases instead of conventional forms. For example, a sociolinguist might determine, through study of social attitudes, that a particular vernacular would not be considered appropriate language use in a business or professional setting; she or he might also study the grammar, phonetics, vocabulary, and other aspects of this sociolect much as a dialectologist would study the same for a regional dialect.

5. Nationality: clearly visible in the case of the English language: British English differs from American English, or Canadian English; Nigerian English differs from Ghanaian English; The study of language variation is concerned with social constraints determining language in its

contextual environment. Code switching is the term given to the use of different varieties of language in different social situations. William Labov is often regarded as the founder of the study of sociolinguistics. He is especially noted for introducing the quantitative study of language variation and change, making the sociology of language into a scientific discipline.

6. Gender: differences in patterns of language use between men and women, such as quantity of speech, intonation patterns.

7. Age: the influence of age of the speaker on the use of vocabulary and grammar complexity.

Language contact occurs when two or more languages or varieties interact. The study of language contact is called contact linguistics. When speakers of different languages interact closely, it is typical for their languages to influence each other. Languages normally develop by gradually accumulating dialectal differences until two dialects cease to be mutually intelligible somewhat analogous to the species barrier in biology. Language contact can occur at language borders, between adstratum languages, or as the result of migration, with an intrusive language acting as either a super stratum or a substratum. Language contact occurs in a variety of phenomena, including language convergence, borrowing, and relexification. The most common products

are pidgins, creoles, code-switching, and mixed languages. Other hybrid languages, such as English, do not strictly fit into any of these categories.

Languages don't actually come into contact with each other. It is always the speakers of the languages who are in contact. Their attitudes towards each other will affect the way they speak. If speakers of a language want to identify with each other, they may find themselves adjusting their speech to eliminate the more obvious differences in pronunciation or vocabulary. If the speakers don't want to identify with each other, they may emphasize the differences in their speech, particularly if someone from the "outside" is present. Generally, the reasons why people want to associate with each other or not don't have much to do with the language they speak. It has more to do with the status or prestige of one or the other of the groups of people.

Speech differences come to represent social, political and geographic divisions between groups of people. These differences may also reflect differences in economic and political power. While we may react to someone's speech with a positive or negative attitude, we are really reacting to the whole complex of social, economic, and political connotations which we have associated with that speech variety. When one group is very powerful they may use that power, unintentionally or otherwise, to attempt to eliminate the speakers of another language, or, as

is more often the case, to eliminate their speech variety. Differences in economic or political power and prestige almost always put the (speakers of the) less-powerful language at a disadvantage. People may decide to stop speaking it in order to avoid the social stigma of being part of the less-powerful group. Sometimes, however, speakers of such a language resist having their identity (as marked by their language variety) taken away from them and they may react to the pressures to use the more prestigious language by working all the harder to preserve, protect and develop their traditional language of identity.

Wherever languages come in contact with each other, there exists a greater need for at least some individuals to become bilingual.

In sociolinguistics, it can be shown that speakers change the forms of language they use in quite precisely describable social circumstances. Speakers might switch from a 'high' form of their language to a 'low' form as and when the social environment suggests that they should do so: they speak, for instance, a standard educated form of their language in formal situations, and use a dialect form (whether social or geographical or both) of their language in informal, casual situations.

Speakers are seen to be aware of the 'correlations'; that one social situation demands the use of a particular form of the language and that another social situation demands another. The role of the social is to

establish the correlation; the role of the individual is to implement and instantiate it as appropriate sociolinguistic behaviour. Speakers demonstrate a competence that goes well beyond the grammatical/syntactic competence proposed by Chomsky (1965). Thus, sociolinguistics relates linguistic behaviour with social demands (Anthony, 2010).

2.3 ORIGIN/ EVOLUTION OF SOCIOLINGUISTICS

Sociolinguistics is the descriptive study of the effect of any and all aspects of society, including cultural norms, expectations, and context, on the way language is used, and the effects of language use on society. Sociolinguistics differs from sociology of language in that the focus of sociolinguistics is the effect of the society on the language, while the sociology of language focuses on language's effect on the society. Sociolinguistics overlaps to a considerable degree with pragmatics. It is historically closely related to linguistic anthropology and the distinction between the two fields has even been questioned recently. It also studies how language varieties differ between groups separated by certain social variables, e.g., ethnicity, religion, status, gender, level of education, age, etc., and how creation and adherence to these rules is used to categorize individuals in social or socioeconomic classes. As the usage of a

language varies from place to place, language usage also varies among social classes, and it is these *sociolects* that sociolinguistics studies.

Precisely, sociolinguistics deals with the linguistics indices of social interaction that is aspect of languages that express or show evidence of various situations obtaining in the society. Furthermore, sociolinguistics is interested in among others, the analysis of people actually talk to one another in every day setting. Such settings include, homes, streets, markets, shops, schools, workplaces, hospitals, factories etc. therefore, it embraces the analysis of how such talks work, that is how talks between people are organized what makes talk coherent, and understandable, how people introduce and change topics, how they interrupt each other, ask questions and give or evade answers, and in general, how the flow of talk is either maintained or disrupted (Muhammad, 2003: 10).

Sociolinguist might determine through study of social attitudes that a particular vernacular would not be considered appropriate language use in a business or professional setting. Sociolinguists might also study the grammar, phonetics, vocabulary, and other aspects of this sociolect much as dialectologists would study the same for a regional dialect. The study of language variation is concerned with social constraints determining language in its contextual environment. Code-switching is the term given

to the use of different varieties of language in different social situations. William Labov is often regarded as the founder of the study of sociolinguistics. He is especially noted for introducing the quantitative study of language variation and change, making the sociology of language into a scientific discipline.

In addition, sociolinguists have learnt to classify speakers according to their different social groups and linguistic varieties (Trudgill 1983:34). This is because language, at times, may be a means of identifying a person's position on a social or cultural scale"(Bamisaye1997:21).

2.4   SCOPE AND GOAL OF SOCIOLINGUISTICS

Sociolinguists believe that language occurs in social contexts and norms. As an approach that studies everyday spoken language in its social context, sociolinguistics provides a fruitful starting point for these considerations. The central questions in this case in general are: what kinds of situations and norms determine the theoretical basis of variation studies and, more particularly, what is the role of spoken language norms in these dimensions? Before language is used, there are determinants which are societal based. In Nigeria, the language variants, especially with regard to English language, derives from the societal reactions to language use resulting from mixed linguistic backgrounds of the

language users. In many big cities in Nigeria, language use has been a result of the linguistic orientation of the inhabitants and the issues of class, gender and location. We have corrupt versions of English and other languages as a result of the people's attempts at fostering communication in the vast complex linguistic settings. Even the local languages are corrupted as codes are mixed and switched intermittently.

The scope of sociolinguistics

● Relation between language and society, uses of language and social structures.

● Synchronic and diachronic variation

● Dialectal variation

● Social variation

● Age-related variation

● Gender-based variation

The Characteristics of sociolinguistics as stated by Campoy (1993) are as follows:

✦ A branch of Linguistics.

✦ It considers that language is a social and a cultural phenomenon.

✦ It studies language in its social context, in real life situations by empirical investigation.

✦ It is related to methodology and contents of social sciences.

Approaches to sociolinguistics

- Social as well as linguistics

- Socially realistic linguistics

- Socially constituted linguistics

- Relation between: language and society, uses of language and social structures.

- Synchronic and diachronic variation

- Dialectal variation

- Social variation

- Age-related variation

- Gender-based variation

Areas of sociolinguistic study include:

- Focus on function: the organisation of speech and speech acts

- Competence as personal ability (idiolect)

- Performance as variable, individual- and context-dependent acomplishment

- Language as a social tool

- Speech communities as organisations of ways of speaking

- Variation according to regional origin, social class, age and gender (wikipedia, 2014)

2.5   SOCIOLINGUISTIC THEORIES

In order to justify the relevance of social variable to language study various theories have emerged. The three major theories are:

i.   The deficit hypothesis by Basil Bernstein

ii.   The variability concept of William Labov

iii.   The ethnography of speaking by Dell Hymes

We shall try to contextualize these theories and see how they apply in Nigerian context. Let us see what they are first.

i.   **The Deficit Hypothesis:** According to Bright (2013), this theory was popularized by Bernstein (1971). Language and social class. Basil hypotheses that, language varies and different at the distinct level of socio-classes. To him, linguistic differences between the lower class and middle class result from entirely different modes of speech which are dominant and typical within these strata.

Basil's ideas have revolved around the notion of the use of restricted or elaborated codes of language use. He summarizes the ideas as:

….. it will be argued that a number of fashions of speaking, frames of consistency, are possible in any given language and that these fashions of speaking linguistic forms or codes, are themselves a function of the form social relations take… some structure generates distinct forms or codes and these codes essentially transmit the culture and so constrain behaviour.

This means that whichever 'fashion' a speaker adopts is likely to be decided mainly by his social relationship to other speakers and to objects. Social behavior is constrained within the limits set by linguistics behavior, which is in turn constrained by social experience.

To Basil, in a restricted code, the speaker will chose from a limited set of alternative ways of organizing his language elements in order to convey meaning. The speaker elaborated code contains vocabulary and structure that are well defined.

While studying the language use in England, Bernstein found out that there is a relationship between educability and social class. He discovered that the speech of the lower class is more limited than the speech of middle class. This deficiency in the communicative repertoire of the lower class is what he termed the deficit hypothesis. In view of his findings, Bernstein posits that:

"the social success of member of a society and their success to social privileges, is directly dependent on the degree of organization of their linguistic messages"(pg3).

This means that socio-economic status can determine the success of an individual one of the implications of the hypothesis according to Anthony (2010) is that:

> *"social inequality of opportunity can be*
>
> *compensated by raising the standards of*
>
> *speech"* (p.3).

The deficit hypothesis is not too sufficient a theory in the analysis of class-specific speech behavior. It does not take cognizance of all other sociolinguistics variables of age, sex, occupation, religions etc.

ii.   The Variability Concept

This concept is all about the general level of interaction of language varieties over and beyond the behavior of individuals and small groups.

In the framework of the linguistics orientation of the variability concept, Anthony (2010) explains that the description of speech variation aims at explaining:

> *"how and in what function language systems*
> *are divided (regional, social, functional*
> *language varieties), how speech realization are*
> *evaluated and how they change on the basis of*
> *such evaluation…"* (p.4)

The description also has to explain.

> *"…to what extent language system interfere*
> *with one another on the phonological, syntactic*
> *and semantic levels, how they are acquired,*
> *conserved and modified on these levels and*

> *finally on the basis of what relationship they*
> *co-exist or come into social conflict".(p.4)*

And according to Anthony (2010) the aim of researching into speech variation is:

> *"...to describe and explain the entire social*
> *network of speech practice and the complex*
> *competence that speakers have at their disposal*
> *for communication in correlation with the*
> *social norms and parameters. (p.4)*

It should be noted that with research of linguist like William Labov and others, it has been realized that variation is a vital part of ordinary linguistic behavior. Britain and Jenny (2003) defines variety of language as:

> *"a set of linguistic items with similar social*
> *distribution" While Jowitt (1993) defines*
> *variety of language as:*
> *"one of many complete language systems, each*
> *used by a substantial number of people and*
> *each requiring it to be classified as a different*
> *language".*

iii. The Ethnography of Speaking

This theory is propounded by Dell Hymes in Anthony (2010). The ethnography of speaking is concerned with the situations and uses, the patterns and functions of speaking as an activity in its own right.

In ethnography, participants own explanations and conceptualization are appraised based on their home 'made models' this means that each speech community carries with it a norm that is conventional that are by members when they interact.

Hymes explains that any speech can be seen as comprising several components and the analysis of these is a major aspect of ethnography of speaking. Seven types of components or factors were identified that every speech event evolves. They are:

i.   Sender(Addresser)

ii.   Receiver(Addresser)

iii.   A message(form)

iv.   A channel

v.   A code (this refers to language as it varies from one speech community to another)

vi.   A topic (has to do with knowing the subject of the discourse attributes attached to it)

vii.   A setting (scene, situation)

From an ethnographic point of view discovery of rules of appropriateness is of practical importance, it is central to the conception of speaking as a system. One way that patterns of speaking constitute a

system is in virtue of restrictions on the co-occurrence of elements. These components are what the acronym SPEAKING also represents.

S- Situation and scene: Physical environment i.e. the cultural setting.

P- Participants (this brings about the role relationship in a dyad).

E- Ends (reveal the result and goal of speech act)

A- Act sequence: (the manner of what is said).

K- Key: (tone of voice in speech event).

I- Instrumentalities: (channels of communication).

N- Norms: (rules of speech behaviour as related culture).

G- Genre: (categories that could be identified through linguistic form.

In the view of Hymes ethnography of speaking, one language equals one culture. To have communicative competence in a language, one has to take into cognizance the cultural norms too. This is why Hymes definition of language is appropriate here:

Whatever it is one has to know in order to communicate with its speakers as adequately as they do with each other in a manner which they will accept as corresponding to their own. (p.7)

However, the researcher has chosen aspects of Hyme's ethnography of communication as theoretical basis for this study. In addition the study would analyze the sociolinguistic variables that are found in people's conversation in Alaba market. These variables include:

Bilingualism/ Multilingualism

The term *bilingualism* has been defined from different perspectives. As a matter of fact, disciplines like linguistics, psycholinguistics, and sociolinguistics propose, according to their particular domain, a definition for bilingualism. In general terms, bilingualism is characterized by the alternation of two languages. The problem arises when one wants to define the extent of language competence a person must have to be called bilingual. The best known definitions of bilingualism, according to Moreno (2009), come from Bloomfield in Anthony (2010), who states that bilingualism is the native mastery of two languages; Haugen in Anthony (2010), who argues that bilingualism is the use of complete and meaningful sentences in other languages, and from Weinreich in Anthony (2010), for whom bilingualism occurs when "two or more languages… are used alternately by the same persons" (p. 1). Clearly, those definitions (and others) may be situated along a continuum moving from a "radical" position to a more flexible one. For example, Macnamara in Anthony (2010) describes a bilingual person as someone who, besides the skills in his or her first language, has skills in one of four modalities of the second language. This is the case of speakers of indigenous languages or speakers of languages that may get in contact, for example communities that live

along country borders. This definition would cover a wide range of speakers around the world.

It is practically impossible to determine how historical, cultural, political, and linguistic factors combine to lead to a bilingual situation. However,

Siguan and Mackey (cited in Moreno, 2009, p. 212) identify the historical factors that may intervene to form bilingualism:

1. Expansion: processes to expand territories where a different language is spoken.

2. Unification: political processes to unify minor territories to make bigger states. Usually more powerful groups try to spread and impose their linguistic habits. When this process faces resistance by a minority group, a *linguistic conflict* may appear.

3. Post-colonial situations: independent territories or countries with a linguistically varied population.

4. Immigration: cities or countries that receive large numbers of people who speak a different language than that of their host. It is normal that immigrants need to learn their host language to survive. However, they try to keep their mother language to preserve their roots. It quite possible that second or third generation may see their parents' language as one of "minor status" and a situation of subtractive bilingualism occurs.

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5. Cosmopolitanism: places where international contacts take place, especially for commercial and political purposes.

On the other hand, the term "multilingualism" can refer to either the language use or the competence of an individual or to the language situation in an entire nation or society. However, at the individual level it is generally subsumed under "bilingualism." This may be because, while there are probably more bilinguals in the world than monolinguals, there are not perceived to be so many people who use more than two languages habitually. There are, of course, many rich multilingual situations in the world. A common definition of "multilingualism" would then be – "the use of more than one language" or "competence in more than one language." This allows for further refinement in the actual description to cover different levels of command or use of the various languages.

Societal multilingualism is created by contextual factors such as international migration (as in Argentina or the US), colonialism (e.g., in Wales or Kenya), international borders (e.g., the border between Austria and Slovenia), *Sprachinseln* (ethnolinguistic enclaves, e.g., Hungarian enclaves in Slovakia, Sorbian ones in Germany), and the spread of international languages. In multilingual societies, in which the same languages are generally used by the same people, the various languages

have differing functions. This situation is known, depending on the number of languages involved, as diglossia, triglossia, or polyglossia

The choice of language among multilinguals is determined according to social variables. These social variables are also instrumental in code-switching between languages within the same stretch of discourse. Multilingualism, especially in more open settlement, has been characterized by dynamics which have been the focus of much research. Multilinguals are people who either belong to more than one language group or function within more than one language group. Multilinguals' choice of languages is determined according to: [10]

Interlocutor: Different people will be identified as, say, X, Y, or Z speakers. Such an identification will be made even by many who are themselves multilingual. Such people will be addressed in the appropriate language. Interlocutors who are monolingual will usually cause a code-switch even if they are passive participants in a conversation. The age of an interlocutor may influence the choice of the language. The interlocutor is the basis of one method of bringing up children bi- or multilingually, where both parents or different relatives consistently use their language to the child. It is difficult to break the nexus between interlocutor and language once a relationship has been established.

Role relationship: Where the same interlocutors have multiple relationships (e.g., a family friend in a Hispanic context and a public-school teacher in an Anglo-American context), the language choice may be governed by the role relationship.

Domain: The contextualized sphere of communication, e.g., home, work, school, religion, transactional, leisure or friendship, community group. The home domain is often the last that survives in a minority language, but sometimes it is religion and/or a community group. Where there are several languages, their use may also be domain-bound, e.g., among some Mauritian immigrants in Australia, Mauritian Creole (the French Creole of Mauritius) for home, Standard French for religion, English for the work and transactional domains. A limitation of the use of a language to one domain can mean an impoverishment of the language; not using it in the home domain detracts from its liveliness and endangers its transmission into future generations, while using it solely in the home domain limits its ultimate usefulness, since speakers will be unable to cope with the interpenetration of domains such as talking about work or school at home.

Topic: This overlaps slightly with the domain. Different types of experience associated with the two languages (e.g., in the homeland and the country of migration, or in the spheres associated with each language)

will cause some people to switch languages to talk about their jobs, their present leisure activities, school, new technological developments, or particular forms of sport, to give a few examples.

Venue: Certain buildings or other venues (e.g., street, garden, home) are identified with a more public or a more private domain and therefore generate code-switching to the other language.

Channel of communication: Some people who use one language for face-to-face communication will employ another for telephone communication. Some will speak one language to each other but write another.

Type of interaction: Formal business communication tends to be in the language of the public domain (except in some cases when it is restricted to an ethnic group) while more informal interaction, including the telling of jokes and anecdotes, takes place in the language of the private domain.

Phatic function: The use of a particular language can signal an attempt to create a specific effect, e.g., dramatic.

The most important use of a "minority language" is boundary marking. The speakers of this language who may be perceived as an out-group by the dominant group are able, through their bilingualism, to exclude the latter. They become the in-group. The first generation of an immigrant group, for instance, may require their first language to

communicate (especially with their families and friends) because of their limited competence in the national language. The second generation usually does not have this need. Where they use the "minority language" for anything but a language of communication with the older generation – especially if they employ it with their children – it is for reasons of symbolic identification or else because they are convinced by the value of bi- or multilingualism.

Code switching and mixing

Code-switching occurs when a speaker alternates between two or more languages, or language varieties, in the context of a single conversation. Multilinguals—speakers of more than one language— sometimes use elements of multiple languages when conversing with each other. Thus, code-switching is the use of more than one linguistic variety in a manner consistent with the syntax and phonology of each variety.

Code-switching is distinct from other language contact phenomena, such as borrowing, pidgins and creoles, loan translation (calques), and language transfer (language interference). Borrowing affects the lexicon, the words that make up a language, while code-switching takes place in individual utterances. Speakers form and establish a pidgin language when two or more speakers who do not speak

a common language form an intermediate, third language. On the other hand, speakers practice code-switching when they are each fluent in both languages. Code mixing is a thematically related term, but the usage of the terms *code-switching* and *code-mixing* varies. Some scholars use either term to denote the same practice, while others apply *code-mixing* to denote the formal linguistic properties of language-contact phenomena, and *code-switching* to denote the actual, spoken usages by multilingual persons

The term "code-switching" is also used outside the field of linguistics. Some scholars of literature use the term to describe literary styles which include elements from more than one language, as in novels by Chinese-American, Anglo-Indian, or Latino writers. In popular usage, *code-switching* is sometimes used to refer to relatively stable informal mixtures of two languages, such as Spanglish, Franponais or Portuñol. Both in popular usage and in sociolinguistic study, the name code-switching is sometimes used to refer to switching among dialects, styles or registers, as practiced by speakers of African American Vernacular English as they move from less formal to more formal settings. [11]

More so, Code-mixing refers to the mixing of two or more languages or language varieties in speech. Some scholars use the terms "code-mixing" and "code-switching" interchangeably, especially in

studies of syntax, morphology, and other formal aspects of language. Others assume more specific definitions of code-mixing, but these specific definitions may be different in subfields of linguistics, education theory, communications etc.

Code-mixing is similar to the use or creation of pidgins; but while a pidgin is created across groups that do not share a common language, code-mixing may occur within a multilingual setting where speakers share more than one language.

While linguists who are primarily interested in the structure or form of code-mixing may have relatively little interest to separate code-mixing from code-switching, some sociolinguists have gone to great lengths to differentiate the two phenomena. For these scholars, code-switching is associated with particular pragmatic effects, discourse functions, or associations with group identity. In this tradition, the terms code-mixing or language alternation are used to describe more stable situations in which multiple languages are used without such pragmatic effects.

A mixed language or a fused lect is a relatively stable mixture of two or more languages. What some linguists have described as "codes-witching as unmarked choice" or "frequent codeswitching" has more

recently been described as "language mixing", or in the case of the most strictly grammaticalized forms as "fused lects".

In areas where code-switching among two or more languages is very common, it may become normal for words from both languages to be used together in everyday speech. Unlike code-switching, where a switch tends to occur at semantically or sociolinguistically meaningful junctures, this code-mixing has no specific meaning in the local context. A fused lect is identical to a mixed language in terms of semantics and pragmatics, but fused lects allow less variation since they are fully grammaticalized. In other words, there are grammatical structures of the fused lect that determine which source-language elements may occur.

A mixed language is different from a creole language. Creoles are thought to develop from pidgins as they become nativized. Mixed languages develop from situations of code-switching. [12]

Empirical Study on Sociolinguistic Analysis

Many researches have been carried out on sociolinguistic analysis. For instance, Robert (2005) investigated Second Language Acquisition and Sociolinguistic Variation. He submitted that Variation pervades the speech of second language learners. Vietnamese learners of English, for example, sometimes mark verbs for tense and sometimes fail to do so (Wolfram, 1985). Sometimes English speaking learners of French delete

ne, while at other times they do not (Regan, 1996; Dewaele, 2004). However, despite the promise offered by early variationist studies of second language acquisition (SLA), until recent years relatively few SLA researchers availed themselves of the potential offered by the methodological and analytical tools developed in variationist

sociolinguistics. Robert's article outlines the recent contributions of variationist linguistics to SLA and suggests future research that may enhance our understanding both of SLA and of intercultural communication.

Also, Pilar (2007) carried out a study on the sociolinguistics of /R/-liaison in English: AN empirical Study. His paper is intended to provide empirical evidence on the relationship between gender and a particular phonological feature of non-rhotic English called /r/-liaison, which includes the phenomenon of linking /r/ and that of the stigmatised intrusive /r/. Two hypotheses were investigated using BBC news archives from the years 2004-2005 read by over a hundred BBC newsreaders amounting to more than 40000 words were analysed: a) that the rate of usage of linking /r/ would be the same for both men and women; and b) that, given its stigmatisation, women would tend to avoid the use of intrusive /r/ more than men do. The results obtained confirm the first

hypothesis, that men and women make equal use of linking /r/; though not the second, that women would produce fewer intrusive /r/'s than men.

More so, Nwaozuzu, Agbedo and Ugwuona (2013) investigated Sociolinguistic study of language contact in Ubolo speech community, Enugu State-Nigeria Their work presents a preliminary report of the linguistic study of language contact in a rural speech community of Ubolo, Enugu State, Nigeria, using a sociolinguistic approach. The researchers selected seven linguistic groups in the area of study. They are Ubolo (the indigenous community), Awka, Onitsha and Owerri from different regional linguistic groups of Igboland. Others include: Hausa, Idoma and Yoruba from other ethnolinguistic groups in Nigeria. The researcher relied mostly on unstructured oral interview, direct observations, group discussions, and interactive sessions. The data collected for the study were analyzed using Higa's directionality model of analysis. From the study, five basic issues that influenced language contact in Ubolo speech community were established from the factors examined. These are trade/historical antecedents, access roads, border areas, migrations.

More specifically, the research revealed the effects of language contact to include linguistic borrowing, code-switching, and hyper

adoptation. In addition, it was discovered that the factors that influenced linguistic borrowing in the area of study include: Domain or the contact area, age, convergence, prestige, referee design, and interaction.

2.6   APPRAISAL OF THE LITERATURE REVIEW

The review of literature revealed that sociolinguistics is a branch of knowledge that focuses attention on the analysis of how people actually talk to one another in every day setting. Such settings include, homes, streets, markets, shops, schools, workplaces, hospitals, factories etc. it was also noted from the review that William Labov is often regarded as the founder of the study of sociolinguistics. He is especially noted for introducing the quantitative study of language variation and change, making the sociology of language into a scientific discipline.

In addition, the review made on language contact expose us to the fact that speech differences come to represent social, political and geographic divisions between groups of people. These differences may also reflect differences in economic and political power. While we may react to someone's speech with a positive or negative attitude, we are really reacting to the whole complex of social, economic, and political connotations which we have associated with that speech variety.

"Multilingualism" can refer to either the language use or the competence of an individual or to the language situation in an entire nation or society. However, at the individual level it is generally subsumed under "bilingualism."

Finally, it could be understood from the review that some scholars use the terms "code-mixing" and "code-switching" interchangeably, especially in studies of syntax, morphology, and other formal aspects of language. Others assume more specific definitions of code-mixing, but these specific definitions may be different in different subfields of linguistics, education theory, communications etc.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

This chapter has been discussed under the following headings.

Research Design, Population, Sample and Sampling Techniques, Instrumentation, Procedure for Data Collection and Data Analysis Techniques

3.1 RESEARCH DESIGN

This research study is a descriptive type. It is designed to find out about the sociolinguistic analysis of language used in Markets in Kasuwangandu and Kasuwa dankura market in Sokoto.

3.2 POPULATION, SAMPLE, AND SAMPLING TECHNIQUES

The target population for the study comprises of 100 people in the randomly selected two markets in Sokoto North local government of Sokoto state i.e. it would comprises 20buyers and 30sellers from each of the two markets. These markets are Kasuwagandu and Kasuwa Dankura in Sokoto.

Simple random sampling technique was adopted to engage some selected sellers from each of the 2 selected markets in Sokoto. While accidental sampling technique would also be used to select the buyers that the researchers come across during the cause of him and her visit to the markets. Below is the distribution of the participants:

MARKETERS	MARKET 1	MARKET 2	TOTAL
BUYERS	20	20	40

| SELLERS | 30 | 30 | 60 |
| TOTAL | 50 | 50 | 100 |

3.3 INSTRUMENTATION

In the process of data collection, the instruments to be used to collect data were personal observation, interview and questionnaire. The researchers would employ participant observation to study how people exchange conversation in the market and also interview some while he and she records the facts from the observation and interview with jottings and smart phone would also be used to cover what transpire in the markets. In addition, questionnaire would be administered on those that are literate among the sellers and buyers. The interview would also be unstructured and open-ended one.

3.4 PROCEDURE FOR DATA COLLECTION

The researchers personally went to Kasuwagandu and Kasuwan dankura markets in Sokoto, interviewed some of the traders and buyers. Since the main markets, the researchers made use of computer and android phone to record the orders of transactions and communications between the sellers and the buyers.

3.5 DATA ANALYSIS TECHNIQUES

The data collected were subjected to the descriptive analysis and sociolinguistics elements in the markets discourse were pointed out. This study would not make use of statistical tool for analysis because it has to do with analysis of discourse.

CHAPTER FOUR

PRESENTATION OF RESULT

4.0   INTRODUCTION

This chapter presents the analysis of data collected from the questionnaire administered on the buyers and sellers in some selected markets in sokoto North to analyses the language used in the markets.

A total number of hundred questionnaires were administered and all of there were completed and returned due to proper monitoring by the researchers.

4.1 DATA PRESENTATION

In order to find out the relationship between the language used in Kasuwagandu and Kasuwa dankura markets in Sokoto, data has been collected with aid of questionnaires. Responses to the option are show on simple statistical tables.

Table 4.1.1: What language(s) did you often speak?

	HAUSA	ENGLISH	PIDGIN	OTHERS
Kasuwagandu Market				

Buyers	13(65%)	5(25%)	1(5%)	1(5%)
Sellers	8(26.7%)	7(23.3%)	3(10%)	12(40%)
Kasuwadankura market				
Buyers	13(65%)	4(20%)	2(10%)	1(5%)
Sellers	16(53.3%)	7(23.3%)	3(10%)	4(13.3%)

Table 4.1.1 above shows that 65%,26.7%,65% and 53.3% of the respondents are often speak Hausa, while 25%,23.3%,20% and 23.3% are often speak English. On the other hand,5%,10%,10% and 10% are often speak Pidgin, while 5%,40%,5% and 13.3% are often speak Others language on the research questions.

Table 4.1.2 What language did you first learn to speak before the school age?

	HAUSA	ENGLISH	PIDGIN	OTHERS
Kasuwagandu Market				
Buyers	10(50%)	2(10%)	3(15%)	5(25%)
Sellers	9(30%)	3(10%)	4(13.3%)	14(46.7%)
Kasuwadankura Market				
Buyers	10(50%)	3(15%)	2(10%)	5(25%)
Sellers	7(23.3%)	5(16.7%)	6(20%)	12(40%)

From table 4.1.2 above, revealed that 50%,30%,50% and 23.3% are first learn to speak Hausa before the school age, while 10%,10%,15%

and 16.7% are first learn to speak English before the school age. On the other hand,15%,13.3%,10% and 20% responded on the first learn to speak Pidgin, while 25%,46.7%,25% and 40% responded on the first learn to speak Others language before the school age on the research questions.

Table 4.1.3 What language do you normally interact with other members in the markets?

	HAUSA	ENGLISH	PIDGIN	OTHERS
Kasuwagandu Market				
Buyers	9(45%)	8(40%)	2(10%)	1(5%)
Sellers	13(43.3%)	10(33.3%)	3(10%)	4(13.3%)
kasuwadankura Market				
Buyers	12(60%)	2(10%)	4(20%)	2(10%)
Sellers	12(40%)	11(36.7%)	5(16.7%)	2(6.6%)

Table 4.1.3,indicates that 45%,43.3%,60% and 40% are used Hausa to interact with others members in the market, while 40%,33.3%,10% and 36.7% are used English to interact with other members in the market. On the other hand 10%,10%,20% and 16.7% are used   Pidgin   to   interact   with   other   members   in   market

while,5%,13.3%,10% and 6.6% are used Others language to interact with other members in the markets.

Table 4.1.4 What language do you use to communicate with your customers?

	HAUSA	ENGLISH	PIDGIN	OTHERS
Kasuwagandu Market				
Buyers	11(55%)	7(35%)	2(10%)	0(0%)
Sellers	15(50%)	7(23.3%)	5(16.7%)	3(10%)
Kasuwadankura Market				
Buyers	14(70%)	5(25%0	1(5%)	0(0%)
Sellers	11(36.7%)	9(30%)	6(20%)	4(13.3%)

Table 4.1.4 above shows that 55%, 50%, 70% and 36, 7% are used Hausa to communicate with their customers while, 35%, 23.3%, 25% and 30% are used English to communicate with their customers. On the other hand 10%,16.7%,5% and 20% are used pidgin to communicate with their customers, while 0%, 10%,0% and 13.3% are used Others language to communicate with their customers on the research questions.

Table 4.1.5: What do you use to reach the suppliers of you good?

	HAUSA	ENGLISH	PIDGIN	OTHERS
Kasuwagandu Market				
Buyers	9(45%)	8(40%)	3(15%)	0(0%)
Sellers	10(33.3%)	8(26.7%)	7(23.3%)	5(16.7%)
Kasuwadankura Market				
Buyers	8(40%)	6(30%)	2(10%)	4(20%)
Sellers	9(30%)	10(33.3%)	8(26.7%)	3(10%)

From table 4.1.5 above, revealed that 45%, 33.3%, 40% and 30% used Hausa to reach the suppliers of their goods, while 40%, 26.7%, 30% and 33.3% used English to reach the suppliers of their goods. On the other hand 15%,23.3%,10% and 26.7% used Pidgin to reach the suppliers of their goods, while 0%,16.7%,20% and10% are used others language to reach the suppliers of their goods in the markets.

Table 4.1.6 : In what language do you interact with your colleagues. (Traders/Markets)?

	HAUSA	ENGLISH	PIDGIN	OTHERS
Kasuwagandu Market				

Buyers	13(65%)	5(25%)	2(10%)	0(0%)
Sellers	12(40%)	8(26.7%)	7(23.3%)	3(10%)
Kasuwdankura Market				
Buyers	11(55%)	6(30%)	2(10%)	1(5%)
Sellers	13(43.3%)	9(30%)	4(13.3%)	4(13.3%)

Table 4.1.6 Indicates that 65%,40%,55% and 43.3% are used Hausa to interact with their colleagues, while 25%,26.7%,30% and 30% are used English to interact with their colleagues. On the other hand 10%,23.3%,10% and 13.3% are used Pidgin to interact with their colleagues, while 0%,10%,5% and 13.3% are used others language to interact with their colleagues in the market.

Table 4.1.7: What language would you normally use in meeting in your market?

	HAUSA	ENGLISH	PIDGIN	OTHERS
Kasuwagandu				

Market				
Buyers	13(65%)	5(25%)	2(10%)	0(0%)
Sellers	12(40%)	8(26.7%)	7(23.3)	3(10%)
Kasuwadankura Market				
Buyers	11(55%)	6(30%)	2(10%)	1(5%)
Sellers	13(43.3%)	9(30%)	4(13.3%)	4(13.3%)

In the table 4.1.7 above, shows that 65%, 40%, 55% and 43.3% are used Hausa in meeting in their markets, while 25%, 26.7%, 30% and 30% are used English in meeting in their markets. On the other hand 10%,23.3%,10% and 13.3% are used Pidgin in meeting in their markets, while 0%,10%,5% and 13.3% are used Others language in meeting in their markets.

Table 4.1.8 what is your own native language?

	HAUSA	**ENGLISH**	**PIDGIN**	**OTHERS**
Kasuwagandu market				

Buyers	11(55%)	0(0%)	0(0%)	9(45%)
Sellers	9(30%)	0(0%)	0(0%)	21(70%)
Kasuwdankura market				
Buyers	9(45%)	0(0%)	0(0%)	11(55%)
Sellers	10(33.3%)	0(0%)	0(0%)	20(66.7%)

Table 4.1.8 above, shows that 55%, 30%, 45% and 33.3% are Hausa language, while 0%, 0%, 0% and 0% are English language. On the other hand 0%,0%,0% and 0% are Pidgin language, while 45%,70%,55% and 66.7% are Others language in the markets.

Table 4.1.9 Can you translate English language to your own native language?

	YES	**NO**
Kasuwagandu Market		
Buyers	17(85%)	3(15%)
Sellers	23(76.7%)	7(23.3)
Kasuwadankura market		
Buyers	17(85%)	3(15%)
Sellers	22(73.3%)	8(26.7%)

In the table 4.1.9 Indicates that 85%76.7%,85% and 73.3% can translate English language to their own native language, while 15%,23.3%,15% and 26.7% cannot translate English language to their own native languages.

Table 4.1.10: what language would you use in speaking to a new customers or a person not familiar with you, if he/she visit the market or happen to come across such a person?

	HAUSA	ENGLISH	PIDGIN	OTHERS
Kasuwgandu market				
Buyers	8(40%)	7(35%)	5(25%)	0(0%)
Sellers	13(43.3%)	12(40%)	5(16.7%)	0(0%)
Kasuwadankura Market				
Buyers	9(45%)	7(35%)	4(20%)	0(0%)
Sellers	10(33.3%)	14(46.7%)	5(16.7%)	1(3.3%)

From table 4.1.10 above shows that 40%, 43.3%, 45% and 33.3% are using Hausa to speak to a new customers, while 35%, 40%, 35% and 46.7% are using English to speak to a new customers. On the other hand 25%,16.7%,20% and 16.7% are using Pidgin to speak to a new customers, while 0%,0%,0% and 3.3% are using Others language to speak to a new customers not familiar with in the markets.

The data collected from question 11-15 cannot be showing in the table, because the respondents write where necessary.

Q11. How often does its take you in using this language as a means of transaction?

The data collected here shows that 63people said its take them short time in using the language as a means of transaction, because they are speaking it every day, while approximately 37people said its take them long time in using the language as a means of transaction, since its not everybody that hear the language

Q12. What are the attitudes of the respondents in using the language?

It shows here that 70percent of people have positive attitude towards the used of the language, because they understand each others, while 30percent of the respondents have negative attitude, because they don't understand each others.

Q13. What is the perception of people towards the use of this language as a means of transaction in the markets?

It indicates that 72 people are comfortable towards the used of the language as a means of transaction, while approximately 28percent are not comfortable with the used of the language as a means of transaction in the markets.

Q14. What are the general factories of the marketers in using this language?.

This revealed that the general factories of the marketers in using the language are to make profit.

Q15. What gain did you derived from using this language as a means of transaction in the markets?

From the data collected, it make those who understand themselves get more customers, while for those who did not understand themselves loose most of their customers, because they do not understand each others.

4.2 SUMMARY OF FINDINGS

The research work is focused on the sociolinguistics analysis of language used in Nigerian markets: Implication of language education policy, a case study of Sokoto North of Sokoto state.

From the findings it was discovered that most of the selected markets did not used the same language as a means of transaction. It was also was revealed that some among individual buyers and sellers not to understand themselves, because they don't speak the same language, while some among them understand each others, since they hear the language.

The sampled area of study is largely a Hausa speaking community. There is evidence from the research of Hausa interference at the lexical level of choice of appropriate words. Buyers and sellers therefore become

confused about which register to employ in different situation. In addition, the mother tongue interference has caused phonological problems among selected markets. In view of the various processes involved in this investigation. Sociolinguistics analysis of language used in Nigerian should not be traced to the buyers and the sellers alone, but also to the policy makers, teachers, parent, society community and some other stakeholders in the practice of the education.

CHAPTER FIVE

5.0 SUMMARY, FINDINGS, CONCLUSION, RECOMMENDATION AND SUGGESTION FOR FURTHER RESEARCH

5.1 SUMMARY

The research employs the use of questionnaire which was administered to the respondents personally. It contained (15) questionnaire items from the responses gotten from the respondents. It can be deduced that most of the selected markets in Sokoto North did not used the same language as a means of transaction in the markets.

It was also discovered that due to different use of language make it very difficult for some people to understand each others, while it make it easier for some among them to understand themselves, since they hear the language. In addition, the mother tongue interference has caused phonological problems among selected markets. In view of the various processes involved in this investigation, it can be deduced that sociolinguistics analysis of language used in Nigerian markets should not traced to the buyers and the sellers only, but also to the teachers, policy makers and other stakeholders in the practice of education.

Majority of the parents are using mother tongue to communicate with their children and this has negative effect on them not to understand most of other languages.

5.2 DISCUSSION OF FINDINGS: IMPLICATION OF LANGUAGE EDUCATION POLICY

Investigation revealed that approximately 53% of the sellers are using Hausa, English and Pidgin language to reach their goals and

thereby developed more interest in it. Majority of the buyers that were randomly selected indicate that they find it very difficult to understand each others, because they are not speaking the same languages, while some are find it easier. For instance 25% are using Hausa language to communicate in the markets, while 17% are using English language and 11% are using Pidgin language, while 47% are using Other languages.

In this study, 79% of the population said that, they can translate English to their own native language, while 21% of the population said that, they cannot. The sampled area of the study is largely a Hausa speaking community. There is evidence from the research of Hausa interference at the lexical level of choice of appropriate words. Buyers and Sellers therefore become confused about register to employ in different situations.

This research work will enable the parents, education policy makers, society and community to know each problem of the two markets which help them to guide the two markets to be using English and Pidgin language, since those who are not hear other languages have problem in one way or the other.

This study will as well help the government to be aware of those things that they are in the markets and providing those things that will make things more interesting and meaningful to them.

5.3 CONCLUSION

This project examined the Sociolinguistics analysis of language used in Nigerian markets: Implication of language education policy in Sokoto North of Sokoto state. The general background to the study was highlighted in chapter one. A general theory of the interaction and social life was discussed and the statement of the problem which focus on code alteration among the buyers and sellers speaking in the markets as a phenomenon of language used also discussed and two markets were randomly selected for this research and some research questions were asked. The scope of the study seek to analyses the language used in markets with the aim of explaining the trend of buyers and sellers responses alternate code during discussion, either to shows cooperation, solidarity, politeness and bridge social distance. In chapter two, the sociolinguistics concepts relevant to this study were discuss and appraised. For this research, questionnaires were administered to the respondents and the buyers and sellers responses to fifteen (15) point questionnaire respectively. In chapter three all data collected during the course of the study of the used of language by the buyers and sellers in the markets were analyzed and discuss in the project and all our findings in chapter four and summary, findings, conclusion, recommendation and

suggestion for further research were discussed in chapter and researchers was able to find out some valid facts.

5.4 RECOMMENDATION

Having researched on the sociolinguistics analysis of language used in Nigerian markets in Sokoto North, the researchers we now give recommendation to the problems identified in this study.

1. Parents, educational policy makers, society and the community should support the government to established Adult literacy service and awareness should be given to the buyers and the sellers in the markets to attend this programme after come back their various places.

2. Those who are literate among the buyers and the sellers should be encourage to put more effort on the speaking of English and Pidgin language that will make it easier for them to understand each others.

3. Social interaction should be established between buyers and sellers, because some people can come from outside the environment but been having nullify language it will make it more easier for them to understand themselves.

4. Parents, educational policy makers, society, government and the community should provide necessary equipment for the teaching of this people.

5. The teacher to be employed should not based on qualification alone, but on the interest and competence of being able to speak fluently and teach them in fluent manner in order to have nullify language that will make them close to each others.

5.5 SUGGESTION FOR FURTHER RESEARCHES

As a result of different language used in Sokoto markets, the researchers thereby wish to suggest that further researches on sociolinguistics should be adopted with a focus on the academic qualification, competency and teach discourse as this will enhance effective used of one language and build interest for the buyers and sellers which will turn help to them and develop a interest. To the implication of the study, the researchers, are hereby suggest that both the teachers, policy makers, parents, society and other stakeholders in the practice of education should tried to put all the recommendation mention above into consideration.

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APPENDIX

QUESTIONNAIRE FOR RESEARCH

The questionnaire is designed to obtain your point of view on sociolinguistics analysis of language used in Nigeria market: Implication of language of language Education policy.

Dear Respondent, your objective response is great important to this research and therefore, you are requested to tick or write where necessary. Thanks

SECTION A:

Name of Market

1.   SEX: (a) Male   (   )   (b) Female   (   )

2.   AGE: (a) 13 - 15   (   )   (b) 16 -18   (   )

      (c) 25 - Above   (   )

3.   Which group do you belong to:

      (a) Buyer (   )   (b) Seller (   )

SECTION B:

      In this section the following are the keys to the questionnaire tick appropriately and write where necessary.

      Hausa   - H

      English   - E

      Pidgin   - P

      Others   - O

1. What language(s) do you often speak? H (   ) E (   ) P (   )   O ( ).

2. What language did you first learn to speak before school age? H ( ) E (   )   P (   )   O (   )

3. What language do you normally interact with other members in the market? H ( ) E ( ) P ( ) O ( )

4. In what language do you normally use to communicate with your customers? H ( ) E ( ) P ( ) O ( )

5. What do you use to reach the suppliers of your goods? H ( ) E ( ) P ( ) O ( )

6. In what language do you interact with your colleagues (Traders/Marketers)? H ( ) E ( ) P ( ) O ( )

7. What language would you normally use in meetings in your market? H ( ) E ( ) P ( ) O ( )

8. What is your own native language? -----------------------

9. Can you translate English language to your own native language? -----

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10. What language would you use in speaking to a new customers or a person not familiar with you, if he/she visit the market or happen to come across such a person? H ( ) E ( ) P ( ) O ( )

11. How often does its take you in using this language as a means of transaction? --

12. What are the attitudes of the respondents in using the language? -------

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13. What is the perception of peoples towards the use of this language as a means of transaction in the market? ------------------------------------- -------------------------------------

14. What are the general factories of marketers in using this language? --- --

15. What gain did you derived from using this language as a means of transaction in the market? --- --------------------------------