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## Language Planning and Poverty Alleviation

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### **Abstract:**

*This study examined the relationship between language planning and poverty alleviation. The purpose was to investigate the means of poverty alleviation via language planning. Three research questions guided the study. The study was exploratory in nature using empirical survey, which were analyzed empirically. Language planning in terms of education, according to the findings, is the cornerstone of economic growth, social development, and the primary way of enhancing individual wellbeing. It contributes to poverty reduction by enhancing the value and effectiveness of the poor's labour, as well as reducing the population, health, and nutritional effects of poverty. Language planning becomes ever more important as economies throughout the globe are altered by technology breakthroughs and new production processes that rely on a well-trained and intellectually adaptable workforce. Based on the above findings, there is need for more focus on language planning by the Nigerian government, by this I mean the language they can use in reaching out to the poor in order to alleviate the poverty situation of the country and for nation development.*

**Keywords:** Language, language policy, poverty alleviation, policy implementation, national development

### **1. Introduction**

Language planning refers to activities that aim to change the structure (corpus) and functions (status) of languages and/or language varieties by utilizing sociolinguistic concepts and information to make and implement policy decisions in order to address linguistic and/or extra-linguistic issues at the national, international, and community levels (Cooper, 1989). Language policy is implemented by a wide range of actors, including governments, language academies, and people. Language policy (LP) is a subfield of linguistic sociology that is concerned with 'language variety as objectives, impediments, and facilitators, as well as the users and uses of language varieties as parts of broader social patterns or processes' (Fishman, 1972). As a result, language policy (LP) is a multidimensional subject whose purposes and goals are intertwined with the community's political, economic, and social aspirations, which are impacted by global events.

The amount of poverty in West Africa is a major issue. The figures are frightening and unsettling. For example, the United Nations Economic Commission for Africa's Report on Economic and Socioeconomic Conditions in West Africa paints a bleak picture of the region's social conditions: 'In West Africa, one out of every three people in cities and one out of every two people in rural regions cannot afford to meet their basic necessities.' The problem has reached crisis proportions, necessitating immediate societal response (Recent Economic and Social Developments in West Africa and Prospects for 2010). The governments of several West African nations have implemented a variety of policies and programmes to tackle poverty in the area, yet the harsh face of poverty continues.

Many poverty eradication programmes have recently been developed and executed in Nigeria in an effort to reduce poverty. MAMSER, the Family Economic Advancement Program (FEAP), the National Poverty Eradication Program (NAPEP), and many more are examples of these programmes. This is what Tomlison (2002) was referring to when he said that in the previous twenty years, the Federal government of Nigeria had introduced thirty-seven programmes with the greatest of intentions.

The frustration has led to Nigerians having a skeptical disposition towards the government, (Manji, 2010) and saying that the poverty alleviation programs are not working. Their reactions can be correlated to a World Bank (1996) report that was quoted as saying, 'Poverty hurts; it seems like a sickness; it destroys people not just economically, but also morally; it erodes one's dignity and pushes one to despair.' The sense of absolute despair is linked to Nigeria's negative image across the globe; part of this negative image may be connected to the sufferings experienced by the society's degree of poverty, fueled by the country's large population, made up mostly of youths who have graduated from schools and cannot find employment, or those who are illiterate and have no job. The lack of jobs among the youth in the country has led to the prevalence of one of poverty's by-products, which is high crime in society. The alleviation programs have not been successful. In order to understand why they have not been successful, we need to examine the history of the colonial period in Africa, and in particular Nigeria.

However, the author intends to address the importance of policy execution in long-term development, notably language planning, as well as poverty eradication and national development. The importance of language planning as a cornerstone of economic progress, social development, and a primary way of enhancing individual wellbeing cannot be overstated. It also contributes to poverty reduction by enhancing the value and effectiveness of the poor's labour, as well as reducing the population, health, and nutritional effects of poverty. Language planning policy execution becomes ever more important as economies throughout the globe are altered by technology breakthroughs and new production techniques that rely on a well-trained and intellectually adaptable labour force.

### *1.1. Statement of Problem*

Poverty is a problem that affects the individual both morally and psychologically, as well as the growth of a country. Nigeria's government has been fighting poverty since the country's independence in 1960. They devised and executed a number of poverty alleviation projects in order to eliminate poverty and increase citizens' well-being. However, the country's high poverty level does not represent the work and money invested into these initiatives. While it would seem like the Nigerian government feels it is doing its best in its fight against poverty by introducing different programs, citizens are frustrated with the situation and at the government due to unfulfilled expectation.

Nigeria's population was predicted to be 200 million in 2020, accounting for approximately a quarter of the population of Sub-Saharan Africa. Nigerians account for one out of every six black individuals on the planet. There are around 200 ethnic groups in Nigeria, with three main tribes: the Igbo (East), Hausa (North), and Yoruba (South) (West). There are around 500 indigenous languages and dialects spoken in the country. It is also numbered one of the most impoverished countries of the world despite the numerous natural resources in her grasp. It is also obvious that there is a very wide gap in Nigeria's diversity as a result of numerous languages spoken everywhere. This means that between each three to six kilometers of each community in Nigeria is spoken one different language from another with little or no understanding of one other's language. The above disparity has also reflected in the political arena of Nigeria as a nation where language has also been confused for political tussle. The north is talking about a different thing in their own language, the west with her own plans based on how they understanding themselves; the east being the worst with her different languages, which cannot be understood by one to another. This has led to insecurity that men and women, farmers alike can no long access their farms, poverty everywhere and hunger. This is as a result of no lack of a planned language of communication. It is therefore the author's intent to showcase how language planning can alleviate poverty in Nigeria.

### *1.2. Objective of the Study*

The purpose of this study was to investigate the means of poverty alleviation via language planning. Other objectives of this paper include:

- To identify the Orthography of Nigerian Languages
- To sess the processes, aims, goals and research methods used by language planners.
- To make recommendations for poverty alleviation via language planning

### *1.3. Research Question*

- What is the Orthography of Nigerian Languages?
- What are the processes, aims, goals and research methods used by language planners?
- What are recommendations for poverty alleviation via language planning?

## **2. Literature Review**

### *2.1. Concept of Language*

Many authors from many eras have shaped language. Language, according to Adeyemo and Biringwari (2017), is a system of arbitrary verbal symbols that social groups use to communicate. Language, according to Adam and Adam (2017), is a process through which humans interact with one another using an endless number of sounds or utterances that convey meaning.

In light of the above, Aboderin (2012) claims that language entails the use of vocal organs, that it is used to communicate ideas by a group of people (or society), that it is used to share viewpoints, collaborate, and interact in general.

### *2.2. Language Planning*

Sociopolitical circumstances where different language speakers compete for resources or a linguistic minority is denied basic rights generate language policies and planning. As a result of the United States Court Interpreters Act of 1978, everyone who does not speak English as their first language is guaranteed an interpreter. Voting rights legislation requires bilingual ballots in areas where more than 5% of the population does not speak English, as in the 1975 Voting Rights Act.

With this in mind, government initiatives to influence the use of one or more languages by members of a certain linguistic group are referred to as language planning. It is 'the formal allocation of resources to the attainment of the status and corpus goals, whether in connection with fresh tasks that are aspired to or current ones that need to be done more appropriately,' says Joshua Fishman (1987).

A language's social status, corpus (the structure of the language), language in education, and prestige planning are the four main areas of language-related planning (image).

Language planning, according to linguistics, refers to 'intentional attempts to affect others' behaviour regarding the to their linguistic code's development, organisation, or functional allocation (Cooper, 1989). It may be done informally or informally with the consent of the government.

Following World War II, fledgling states that developed from the demise of colonial empires took on the task of language planning. These countries have to decide which language(s) to adopt as an official language for political and social purposes. The goal of emerging countries to signify their newfound identity by providing official status to the indigenous language(s) was frequently closely connected with such language planning (Kaplan, 1990). Language planning, on the other hand, now serves a new purpose. A global economy, rising poverty in certain countries, and conflicts with accompanying refugee populations have resulted in linguistic variety in many countries. As a result, today's language planning challenges often centre on attempting to balance the linguistic variety that occurs inside a nation's boundaries as a result of immigration rather than colonialism.'

### 2.3. Poverty

According to the Webster New Collegiate Dictionary, poverty is defined as a lack of a material or socially unacceptable quantity of money or immaterial goods. Elumilade, et al. (2016) make the following effort to define poverty: Poverty is difficult to define in a clear, comprehensive, and all-encompassing manner. It is multi-dimensional and complicated. In general, it refers to people's failure to achieve economic, social, and other well-being requirements. Poverty, according to the World Bank, is characterised as a lack of economic opportunity, education, health, and nutrition, as well as an absence of empowerment and security.

Poverty is defined differently in different countries; because poverty is a relative term, its definition and bounds or standard of measurement may vary greatly from one region to the next. (Okosun et al 2012). One of them. One of the most typical characteristics is a shortage of essential survival resources. Poverty in Nigeria, for example, is defined as 'a mixture of different types of deprivation that collectively enable human capacities to go unmet' rather than 'a lack of appropriate money' (Akindola, 2009). In the United States, on the other hand, a household is classified as 'poor' if its yearly income falls below a certain level. This demonstrates how, even if two civilizations are discussing the same issues, measuring parameters might vary.

'What does the Development Assistance Committee (DAC) have to say about human capabilities, consumerism, health, and education? (2001). It was published in the publication 'Economic Analysis of Poverty Levels among Rural Dwellers' that the research was based on. It is described by Akintola and Yusuf (2011) as "a social situation distinguished by inadequate access to core human requirements (food and non-food) for the maintenance of a socially acceptable minimum standard of existence in a particular society." Some of the most basic human needs are access to nutritious food, a safe place to live, clean water, medical treatment, education, and a job. They also stated that poverty has existed for centuries in various societies and in various forms. Its tenacity has led to the conclusion that it is unavoidable in any society.'

Garba (2016) defines poverty as a situation in which one's income is inadequate to cover basic requirements. UN definition of poverty was more broad, characterising poverty as 'a restriction of choices and opportunities, a violation of human dignity.' It's a term used to describe a basic inability to function in modern society. Not being able to provide food and clothing for a family, attend school or seek medical care, own land to grow food, or have a work to earn a living are all examples of being food insecure. Insecurity, powerlessness, and marginalisation affect individuals, families, and communities. 'Being at risk of assault and living in an area with limited access to safe drinking water and sanitary facilities is part of the deal.' (Gordon 2015). The United Nations' (UN) definition best represents the circumstance or kind of poverty that the majority of Nigerians are experiencing. For the sake of this study, it will be used as the established definition of poverty.

### 2.4. Meaning of Poverty in Nigeria

Nigeria is the world's tenth greatest oil producer, according to a World Bank assessment from 2000. According to Trends 2003, at least 70% of the country's population is impoverished. 'Poverty retains power in the middle of wealth, a circumstance dubbed in Nigeria's political language as a 'bewildering contradiction,' says Oshewolo (2010) of poverty in Nigeria. The condition in Nigeria is defined as 'poverty among abundance.' Nigeria has been characterised as a poor country based on empirical facts, despite the country's large resource base. 70.2 percent of Nigerians live on less than \$1 per day, and 90.8 percent on less than \$2 per day (Trends, 2003). The wealthiest 20% of Nigerians took home 55.7 percent of the country's total revenue, while the lowest 20% took home just 4.4 percent. In 2008, World Bank research detailed the alarming rise in poverty in Nigeria, as well as the widening gap between the affluent and the poor. Despite consistent economic progress in recent years, Igbuzor (2016) questioned if the advantages are spread equitably, particularly to the poor, especially in light of a report that Nigeria is one of the 20 nations in the world with the greatest disparity between wealthy and poor.

Because of the severity of the issue of poverty in Nigeria, both democratic and military regimes have worked to relieve or eliminate poverty in the country, Poverty reduction programmes are implemented both locally and globally. Institutions like UNCTAD, the World Bank, and the Inter-American Development Bank have regulations mandating 50% of their funding to go directly to poverty reduction programmes in Africa, according to Oladeji and Abiola (2010). When stating that "ending poverty is the foremost moral issue facing our age," DfID reiterated its commitment to the moral responsibility to abolish poverty worldwide. One of the Millennium Development Goals set by the United Nations is to "end poverty and hunger." (Garces-Ozann, 2011). All of these initiatives are aimed at assisting the impoverished in their efforts to escape poverty. Poverty alleviation programmes are government-sponsored initiatives aimed at reducing poverty in Nigeria. The following is a list of some of Nigeria's poverty-relieving projects.

### 3. Language Planning and Poverty Alleviation

The importance of language education in eradicating poverty and advancing Nigeria's national development cannot be overstated. As a follow-up to the preceding points made in this discussion, it is impossible to overestimate the importance of education, particularly language education, for national growth. Language learning, education, and growth are all intertwined. Olaofe (2017) supports this view by noting that education, language, and development are inextricably linked: education is reliant on development, which is dependent on language development to a great degree. In truth, language is an indisputable aspect of every educational system, particularly since it is the medium through which educational ideas are transmitted and learned.

The purpose of this article is to emphasize the relevance of language education in connection to a country's overall growth. When true advances occur, it is unavoidable that they have a favourable influence on the whole population. As a result, according to Okolo (2018), development entails closing the gap not only between rich and poor countries, but also between rich and poor people, the educated and the uneducated, those whose education allows them to choose their skill development path, and those who are unable to do so because they lack the necessary skills. In a similar spirit, Olaofe (2012) claims that every nation's progress is firmly founded in applied linguistic research. To be able to reap the advantages or tap into the value of language education, all stakeholders in education must work together to develop the language of education in Nigeria. Teachers of English as a second or foreign language are included in the authors' definition of "stakeholders," which includes all levels of government, educational institutions (from elementary to tertiary), and government officials.

The acquisition of knowledge is facilitated by the use of language. This argument was reiterated by Adeyemo and Biringwari (2007) when they said that language is critical and almost unavoidable when addressing education and learning in society. An individual's ability to communicate in his or her native language has a significant impact on his or her prospects of success in the educational system of the culture where he or she lives, according to Al-Hassan (2017).

According to Mallum and Haggai (2010), children's comprehension is hindered by their inability to learn the language employed as a teaching tool. The language of instruction at the school is English, thus students must become fluent in it. In school, students are taught the same English language that is used in other classes. Poor English language skills might have a negative impact on one's overall academic achievement. No meaningful or substantial progress can be made in education without the use of language, as shown by the previous assertions. Because it is the vehicle via which information is acquired. As a result, language is critical to the achievement and implementation of any educational system's ultimate objectives, whether in scientific, technical, or vocational education.

### 4. Theoretical Framework

#### 4.1. Language Planning Theory

There has been a long history of deliberate attempts to alter and, in some cases, decide language. The present study on language planning, on the other hand, arose from 1950s American sociolinguistics. Einar Haugen, who first coined the term "language planning" in his study of how the modern standard varieties of Norwegian were created, was one of its founding founders (Haugen, 1966). It was only after he had defined language planning as the process of putting together a set of rules to help writers and speakers in a heterogeneous speech community (Haugen 1959: 8), that he began to think of it as the process of "evaluating linguistic change (Haugen 1966). That study on language planning should concentrate on the agents and stakeholders involved should be regarded as a decision-making process, according to him (Haugen 1966: 52-53).

#### 4.1.1. Language Planning Theory and Its Educational Links

In Haugen (1983: 270), the four steps of language planning are: '(1) selection of norm; (2) codification of norm; (3) implementation of function; and (4) elaboration of function.' It has been widely used since its publication in 1966. As a result, a series of international conferences, research programmes, and publications focused on language planning (see Fishman, Ferguson, and Das Gupta 1968; Rubin and Jernudd 1971; Rubin et al. 1977; Cobarrubias and Fishman 1983; Laforge 1987). The research focused mostly on developing countries, although wealthy ones were not ignored. Topics like Quebec French and Catalan, together with French language policy, were taken into account as a consequence of this. Theories of planning languages were often based on top-down methods, such as government actions or the activities of experts, who were deemed rational actors.

#### 4.2. Empirical Review

As part of a related research, Abdullahi (2013) looked at the impact of language education on poverty alleviation and national development. The importance of English as a communication medium. Economic growth, societal advancement, and individual well-being all depend on a strong education system. It contributes to poverty reduction by enhancing the value and effectiveness of the poor's labour, as well as reducing the population, health, and nutritional effects of poverty. Education becomes ever more important as economies throughout the globe are revolutionised by technology advancements and new production processes that rely on a well-trained and intellectually versatile labour force. In his study, however, focuses on the importance of language education in poverty eradication and country development, based on the preceding assertion. The close link between development, education, and language will be investigated. There were additional suggestions and comments offered.

Yunusa (2012) investigated the elements that determine the efficiency of Nigerian poverty alleviation initiatives. It was a descriptive survey with a sample of 120 respondents in qualitative research. The research was thoroughly



examined. The findings revealed that Nigeria has fought poverty for a long time, dating back to its independence. Various policies and poverty alleviation initiatives have been implemented with the purpose of eradicating poverty, but they have failed to achieve the desired results. The purpose of this qualitative research was to look at beneficiaries' claims that poverty alleviation programmes in Nigeria don't work, as well as the reasons they presented for why programmes haven't worked and what might be done to make them work better. There is a pervasive sense of dissatisfaction and lack of trust in government-run initiatives, which stems from policy design and properly targeting the poor. Poverty alleviation projects have a hard time succeeding because policymakers don't comprehend poverty culture or the emotional preparation that people need to break the poverty cycle and finally get out of poverty.

#### 4.3. Research Method

The study was exploratory in nature using empirical surveyed, which were analyzed empirically. However, the sources of data collection were mainly secondary data, which were obtained from journal articles, textbooks, magazines, newspapers, internet googles, etc.

## 5. Results

### 5.1. The Orthography of Nigerian Languages

Manual	S/N	Languages	States Where Spoken
I		Hausa	Kano, Kaduna, Katsina, Jigawa, Sokoto, Zamfara, Kebbi, Niger, Bauchi, Gombe.
		Igbo	Anambra, Enugu, Abia, Bayelsa, Imo, Ebonyi, Delta
		Yoruba	Oyo, Osun, Ogun, Lagos, Kwara, Ondo, Ekiti, Kogi
		Efik	Cross River
II		Edo	Edo
		Tiv	Benue
		Fulfude	Adamawa, Taraba, Gombe
		Kanuri	Borno, Yobe
		Ijo	Bayelsa
		Ikwerre,	Rivers
		Ibibio	Akwa – Ibom
		Nupe	Niger, Kwara
III		Beron	Plateau
		Idoma	Benue
		Kalabari	Rivers
		Ebira	Kogi, Federal Capital Territory (FCT)
IV		Igala	Benue, Kogi
		Isoko	Delta
		Kaje	Kaduna
		Gbagyi/Gwari	Kaduna, Niger, FCT, Plateau, Nasawara
V		Bwatye	Adamawa, Taraba
		Esan	Edo
		Bura	Borno, Adamawa

Table 1: Orthography of Nigerian Languages

Source: Survey Data, 2021 Nigeria Educational Research and Development Council (NERDC)

The above-mentioned languages were just a few out of many languages in Nigeria. From the above Table, it is evidence that Nigeria is made up of various languages and ethnic groups. This diversity in languages without a language plan has been leading the country down to poverty, which this study is putting forward for policy implementation in this direction.

### 5.2. The Processes, Aims, Goals and Research Methods Used by Language Planners

Every day, governments, scholars, and community leaders throughout the globe make choices on language policy and planning. These decisions have an influence on the right to use and preserve languages, as well as the status of languages and the languages that are nurtured. With regard to linguistic vitality and individual rights, policy and planning decisions may have a considerable impact.

An investigation's methods: Regardless of the context, language rules, laws, and practises have a substantial impact on people's lives. Resolving communication problems is a typical reason for language planning. Individuals affected by policies that are poorly thought out or poorly educated may suffer as a result.

Tradition holds that "Corpus planning" deals with the selection and codification of norms, such grammars and spelling standards, while "status planning" deals with the choosing of a native tongue and the political ramifications of different language choices (Bright, 1992). The third kind of educational planning that is very important is the planning for language

learning (Cooper, 1989). In order to effectively learn a language, it is essential to choose which languages will be utilised as teaching media.

### *5.3. The Challenges of Achieving Language Policy in Nigeria?*

In spite of the fact that our policies are excellent, we have a serious implementation problem. The National Policy on Education has not been implemented well, and there is a lack of English learners at all levels of Nigerian education, according to a number of studies. Language education in Nigeria is plagued by the following challenges. The government's lack of commitment has been recognised as another factor inhibiting effective English teaching and learning in Nigeria. In order to implement the national language policy effectively, it does not go far enough, which is a clear representation of this... Many people see the National Language Policy as just a declaration of purpose... As a result, many students in the education system are illiterate in both English and their native language (Oyetunde and Muodumogu 1999).

Funds have prevented the National Language Center from getting off the ground and the National Book Development Centre from producing textbooks in or about Nigerian languages that are accessible to instructors of indigenous languages (Al- Hassan, 2007).

There is a dearth of electronic instructional aids for improving pronunciation in English and French, notably language laboratories and their associated peripherals. 2007 (Al-Hassan) The fact that no Nigerian child has access to their mother tongue or the language of their immediate surroundings, as stated by Aboderin (2002), is another another flaw in our language policy. Because just 36 (36) of Nigeria's almost 300 indigenous languages have orthography (see table 1), the existing system does not provide equitable opportunity for all of the country's children. Initial integration into the community will be ensured with a solid basis in local language, while spreading out to a larger community will be made possible with a strong foundation in the language of wider communication (LWC).

### *5.4. Low In – Put and Out-Put of Learners of English*

Olagbaiye (1985) found that one in three elementary school kids in Lagos can't read correctly, and others can't even read in their native languages. Only 5% to 10% of pupils in primary 4-6 were able to read, speak, or write a single word of English between 2001 and 2004 at 30 public schools in the Zaria area. Some primary school kids were unable to read or write the alphabet in English (Olaofe, 2005).

Failure in Nigeria's English Language Teaching (ELT) sector is a direct result of a lack of adherence to an accepted linguistic theory in the establishment of ELT programmes. Thus, English is taught and used in a disjointed manner that makes it useless as a means of communication in any context, whether it general or particular, everyday life or academic pursuits or the workplace (Ubahakwe, 1988).

Madaki claims that a majority of practising teachers and school administrators have tepid views about the use of languages in many aspects of the educational system (2007). Many teachers, headmasters, administrators, supervisors, and inspectors of education, parents, and other members of the community are unaware of the language policy. Many challenges need to be addressed, such as a lack of trained instructors in various Nigerian languages, a lack of teaching and learning materials, a lack of motivated teachers, and a difficulty in creating curriculum in multiple Nigerian languages (Madaki, 2007, Al- Hassan, 2007 and Aruwa and Deshi, 2004).

## **6. Discussion**

In order to change people's language usage, status, ontology, and acquisition planning are used in language planning. Language planning may benefit from the following or a mix of the following suggestions. Many people believe that language barrier is a problem (therefore, language diversity must be eliminated) When competing against other countries, linguistic rights might be an obstacle. Problems (3) Language is the available source (promoting language democracy and pluralism). Briefly stated, language planning and policy have social, political, and cultural ramifications. They are connected due of these qualities.

However, most academics believe that language policies may be held by either public or private entities (such as governmental bodies, educational institutions, and courts). Structure (businesses, non-governmental organisations) is self-created by the participants (Tollefson, 2011, p357). People's language policies and plans will have a huge impact on the social structure and growth, as well as people's daily lives. Language education has a significant influence on how language policy and planning are implemented.

Without acquisition, the programming will not be able to reach the target. Position planning and ontology planning are the responsibilities of acquisition planning. Teachers plan and carry out linguistic learning after policymakers define the purpose for which a language and its specific language form will be used in public life. Acquisition planning is achieved via the use of language instruction and planning (Cooper, 1989).

Governmental laws and papers at all levels, subordinates' normal labour, and so on are all examples of policy pertaining to language acquisition in formal education. Early language education policies and plans are intertwined with modernization and development theories and share three key characteristics: Policy and planning specialists should play a vital role in establishing and executing efficient and acceptable plans, and academic research and practise should be centred on nation-states, according to scholars who are positive about the benefits of language education policies and plans. Language policy and planning are generally considered to be heavily influenced by government educational institutions. Because of this, early research must follow a top-down methodology. Some early practises had certain shortcomings, such as: There is too much faith in the usefulness of language education policies and plans for integrating minority language groups; there is too much concern over national policies and planning, neglecting attitudes and linguistics; and (3) Too much faith in the complexity of social and political systems and the complicated causal link between policy and implementation success;

(Tollefson, 2008). The aforementioned issues develop as a result of geographical, temporal, political, and social constraints on language policy and planning. Policy and planning's guiding philosophy is evolving, and even when it is practical and successful, it has lost its use in the here and now.

In the case of Nigeria, linking the above to poverty alleviation, it therefore means that all people or every Nigeria may not be speaking the same language (that is their mother tongue), but a planned in the same voice for national development, which is devoid of tribalism and ethnicity.

## 7. Conclusion

The study of language policy and planning is an ever-evolving discipline. Dynamic systems, like all other components of the dynamic system, must constantly adapt in order to keep up with the ever-changing nature of the world around them. Furthermore, linguists and practitioners in linguistic policy theory and practice must help individuals who want to resolve conflicts, improve communication effectiveness, and respect language variety. As a consequence, they are often forced to reject hypotheses and solutions that are too simple. Instead of making recommendations, academics typically reveal the problems of grasping language policy, explain sociolinguistic ecology, acknowledge several points of view, and propose language planning and management techniques (Spolsky, 2012, p 15).

Globalization, migration, and regional management are three main elements of the social process. Without a doubt, the theoretical model of language policy and planning must adapt to the demands of the times. Despite the fact that new research concerns emerge on a regular basis, the old ones will continue to be noted. Language policy and planning disciplines must have these characteristics.

## 8. Recommendations

This article concludes that, despite the huge challenges that language planning in Nigeria faces, it can unquestionably play a substantial and formidable role in national development and, as a consequence, contribute significantly to poverty reduction if it is properly implemented. As a result, proposals and recommendations are briefly outlined, but not limited to:

The government should make active efforts, as soon as possible, to enhance and modernise the current facilities in our schools, notably the library, teaching and learning materials, and so on.

Importance of a functioning and dynamic Language Education Policy in Nigeria, as well as its complete implementation.

Adequate education funding at all levels.

Our universities' teacher training schools, colleges of education, and faculties of education are advised to strengthen their methods and expose their students to technical education or material resources, notably the usage of language laboratories.

For the development of our growing generation's future, schools of languages and language arts should consider Olaofe's (1997) simple advice. If our graduates are to tackle the socio-economic realities of today, they must be prepared to be creative, imaginative, and self-reliant, according to Olaofe (1997). It implies that in order to develop the sort of selfactualized and self-reliant school leavers relevant to the nation's overall demands, teaching-learning settings at all levels should lead learners beyond elementary language use to higher-order language thinking activities.

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