

THE INTERPLAY OF LANGUAGE AND MORALITY IN ACHEBE'S *CHIKE AND THE RIVER*: A STUDY OF CULTURAL EXPRESSION AND ETHICAL LESSONS

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Abstract

This study explores the interplay of language and morality in Achebe's Chike and the River, focusing on the cultural expressions and ethical lessons embedded in the novel. The ethical literary criticism is the framework of the study. Achebe uses language as a powerful tool to convey the moral dilemmas faced by the protagonist, Chike, while reflecting the values and traditions of Igbo society. Through proverbs, idioms, and culturally rooted dialogues, Achebe teaches important ethical lessons about honesty, courage, and the consequences of disobedience. The novel also highlights the conflict between traditional African moral values and the influences of Western culture, revealing how language bridges this cultural divide. By examining Chike's growth, this study uncovers how Achebe skilfully intertwines cultural expression with ethical education, offering both young and adult readers moral guidance. The study adopted qualitative research design. It adopted Ethical literacy criticism. The findings demonstrate how Achebe's language choices are integral to communicating the ethical framework within which Chike navigates his world, making the novel significantly contribute to African moral literature.

Key Words: Language, Morality, Cultural Expression, Ethical Lessons

Background of the Study

This study seeks to illuminate how Achebe's use of language in *Chike and the River* reflects and shapes the moral landscape of the society portrayed in the novel, offering insights into the broader cultural and ethical lessons embedded in the text. Language is defined as a system of symbols, including sounds, written characters, or gestures, used to represent concepts and facilitate communication. This perspective remains foundational, as articulated by Saussure (1916), who introduced the idea of the "signifier" and "signified" to explain the relationship between language forms and their meanings. Language is characterized by a couple of key features, including arbitrariness, displacement, and productivity (Nwike, 2015). Arbitrariness directs to the lack of inherent connection between the symbols used and their meanings, while displacement indicates the ability to talk about things not present in the immediate context. Ikegwuonu (2022:3) asserts that "Language is not only a means of communication but carries along its vocabulary, its structure and context such that it shapes our perception of reality and predetermines or influences what we see in the world around us". This means that language serves as a binding factor for all humans. Productivity highlights the capacity to generate an infinite number of sentences from a finite set of elements (Hockett, 2018). The pivotal point is that language is a multifaceted system that serves as a primary tool for human communication and cultural expression, which is characterized by its symbolic nature, its role in cognitive processes, and its function in social and cultural contexts. The literary works of Achebe employed several uses of language to communicate ideas to the target readers. Achebe's works have brought a profound exploration of African culture, societal values, and the ethical dilemmas faced by individuals within their communities.

In *Chike and the River*, Achebe delves into the intricate dynamics between language and morality, employing his characteristic narrative style to weave a story that is both culturally rich and ethically compelling. Achebe's novella, set against the backdrop of a rapidly changing Nigeria, follows the coming-of-age journey of Chike, a young boy navigating the challenges of his community while grappling with his moral values. The narrative presents a nuanced portrayal of how language, as a vehicle for cultural expression, plays a crucial role in transmitting moral values and societal norms. Through its rich dialogue and evocative storytelling, the novel provides a canvas for examining the interplay between linguistic practices and moral teachings.

Central to this study is the examination of how Achebe employs language to convey cultural expressions and ethical lessons within the narrative. Language, in Achebe's work, is not merely a way of communication but a potent tool for reflecting and reinforcing cultural identities and moral imperatives. The interplay of language and morality in *Chike and the River* offers a lens through which to explore how cultural values are negotiated and expressed through verbal and non-verbal forms of communication. This exploration is particularly pertinent in the context of a society undergoing significant transformation, where traditional values and modern influences often intersect and clash. However, the study will delve into several key aspects, thus; the use of indigenous languages and proverbs in the narrative, the role of oral traditions in moral instruction, and the portrayal of ethical dilemmas faced by the protagonist. In carrying out this study, it is important to note that one of the challenges in studying the interplay of language and morality in *Chike and the River* is the inherent complexity of interpreting how language conveys moral values. This is because, Achebe's use of indigenous language and proverbs can be multifaceted, with meanings that may vary based on cultural context and individual interpretation. This complexity can make it difficult to isolate and analyse specific moral lessons conveyed through language. Another problem is the challenge of integrating oral traditions with modern influences in the narrative. Achebe's depiction of oral storytelling reflects traditional methods of moral education, but the narrative also engages with contemporary themes and influences. Analyzing how these elements influence and interact with one another can be complex, as it involves balancing traditional and modern perspectives within the same framework. Again, the moral lessons in Achebe's *Chike and the River* are deeply embedded in the cultural context of the Igbo society. Variability in interpretations of these lessons can arise due to differences in readers' cultural backgrounds and personal values. This variability can pose challenges in achieving a uniform understanding of the ethical lessons conveyed in the narrative. More so, it is crucial to note that the portrayal of ethical dilemmas in the novel is subjective and may reflect the author's personal viewpoints or societal biases. So, analysing these dilemmas requires careful consideration of how they are presented and the potential biases involved. This subjectivity can complicate the objective analysis of moral issues in the narrative. Categorically, it is based on the problem statement that this research sets to study the interplay of language and morality in Achebe's *Chike and the River*: a study of cultural expression and ethical lessons.

Purpose of the Study

The researches' particular goal is to study the interplay of language and morality in Achebe's *Chike and the River*: a study of cultural expression and ethical lessons, but the specific objectives of the study are to:

- i. To examine how Achebe employs language, particularly proverbs, idioms, and figurative expressions, to convey moral lessons in *Chike and the River*, and how these language tools reflect the cultural values of the Igbo people.
- ii. To analyse the connection between Chike's moral development and the use of language in the novella, focusing on how Achebe uses language to teach ethical values, such as hard work, honesty, and respect for elders, to younger readers.

Scope and Delimitation of the Study

This study focuses primarily on analysing language and morality in *Chike and the River*. It will explore Achebe's use of linguistic elements such as proverbs, idioms, and figurative language, with particular emphasis on how these elements are employed to deliver moral lessons. The study will also examine

the cultural significance of these linguistic tools, focusing on how they reflect Igbo values and contribute to Chike's moral development throughout the narrative.

The scope of the study is limited to Achebe's *Chike and the River*, and will not extend to his other works or African literature in general. Furthermore, the study will focus on the moral lessons conveyed through language, without delving deeply into other themes such as post-colonialism, social class, or gender, which may also be present in the novella. Although the novella is written in English, the study will give special attention to the Igbo cultural context and how Achebe's integration of cultural expressions enhances the moral message of the story.

Plot of *Chike and the River*

Chike and the River by Achebe is a coming-of-age story about an eleven-year-old boy named Chike, who embarks on a journey of self-discovery, adventure, and growth. Set in post-colonial Nigeria, the novella explores themes of curiosity, moral decision-making, and the allure of the unknown, particularly as Chike navigates the gap between rural life and urban challenges.

The story begins with Chike, who lives in the village of Umuofia with his widowed mother. When an opportunity arises for him to live with his uncle in the bustling city of Onitsha, Chike's mother agrees to send him there, believing it would provide better educational opportunities. Chike is excited but nervous about leaving his familiar home for the city. In Onitsha, Chike quickly adjusts to his new environment, attending school and learning about life in the city. One of the most captivating sights for Chike is the great River Niger. He becomes fascinated by the river, which represents the boundary between his current world and the unknown city of Asaba, located on the other side.

Chike becomes obsessed with the idea of crossing the river to visit Asaba, which he views as a place full of excitement and mystery. However, there is one major obstacle: the ferry fare to cross the river costs sixpence, a sum of money Chike does not have. His deep desire to cross the river becomes a symbol of his yearning for adventure and independence. Chike asks his uncle for money to pay the ferry fare, but his uncle refuses, telling him that he must work to get the money himself. This moment teaches Chike an important lesson about the value of hard work and self-reliance, setting the stage for the moral dilemmas he will face later in the story.

While at school, Chike makes friends with classmates who have also heard of the wonders of Asaba. The city represents a world of possibilities beyond the familiar routines of life in Onitsha. Despite his fascination, Chike is always reminded of the limitations imposed by his lack of money. As Chike tries to find ways to earn the ferry fare, he takes on small errands, including washing dishes and running errands for people. Eventually, he manages to save up the money needed to cross the river. However, during his attempts to earn money, Chike encounters a character named S.M.O.G., a shady figure who offers him easy ways to make quick money through dishonest means. Although Chike is briefly tempted, he ultimately rejects the idea of taking shortcuts, realizing that dishonesty could lead to greater problems.

Finally, with his hard-earned money, Chike makes the crossing to Asaba. His excitement quickly turns to disappointment when he discovers that Asaba is not as extraordinary as he had imagined. The city, while different, is not the magical place he had envisioned. This realization symbolizes a moment of growth for Chike, as he learns that the unknown may not always live up to one's fantasies. Chike's journey across the river also exposes him to the dangers of the city. He gets involved in an altercation with a group of boys who try to cheat him out of his money. However, with the help of a kind stranger, Chike manages to return safely to Onitsha. Through this experience, he learns important lessons about trust, the complexities of urban life, and the importance of making wise decisions.

Theoretical framework

This area of the study looks at the different theories that are related to the work

Oral Tradition Theory

The oral traditions theory of Ruth Finnegan (2012) presents several key aspects:

- i. **Preservation and Transmission:** Oral traditions are essential for preserving cultural knowledge and values, particularly in societies without extensive written records. They encompass a range of verbal arts, including stories, songs, and proverbs, that convey historical, moral, and social information.
- ii. **Dynamic Nature:** Oral traditions are not static; they evolve through retelling and adaptation. This dynamic nature allows oral traditions to remain important and responsive to contemporary contexts while maintaining core cultural elements.
- iii. **Cultural and Moral Instruction:** Oral traditions play a critical role in moral education and cultural identity. Through narrative and performance, they impart ethical lessons and reinforce societal norms, shaping the moral fabric of communities.
- iv. **Performative Aspects:** The performative nature of oral traditions, including storytelling and recitation, enhances their effectiveness. Performance elements contribute to the memorability and impact of oral communication, engaging audiences and reinforcing cultural values.

Ethical Literary Criticism

The Ethical Literary Criticism by Nie Zhenzhao (2021) explores how literature engages with and reflects moral and ethical concerns. Zhenzhao's approach offers a nuanced framework for understanding the ethical dimensions of literary works and their impact on readers' moral perspectives. This theory presents several key aspects:

- i. **Ethical Engagement:** Zhenzhao argues that literature serves as a medium for ethical reflection and engagement. It explores complex moral issues, allowing readers to confront and ponder ethical dilemmas through the experiences of characters and narratives.
- ii. **Moral Evaluation:** The theory emphasizes the importance of evaluating literary texts not only for their artistic qualities but also for their moral content. Ethical literary criticism involves assessing how texts present and resolve moral conflicts and how they contribute to readers' understanding of ethical principles.
- iii. **Character and Plot Analysis:** Zhenzhao points out the role of character development and plot structure in conveying moral lessons. Characters' decisions, actions, and the consequences they face are central to examining the ethical messages of a literary work.
- iv. **Reader's Moral Reflection:** The theory also considers the impact of literature on readers' moral reasoning. It explores how engaging with literary texts can influence readers' values, attitudes, and ethical judgments, fostering a deeper understanding of moral issues.
- v. **Cultural and Contextual Factors:** Ethical literary criticism takes into account the cultural and historical context in which a literary work is produced. It acknowledges that ethical perspectives can vary across different cultures and periods, shaping how moral issues are represented and interpreted.

In connection with the above, ethical literary criticism is most suitable for the study. It can be used to analyse how Achebe addresses ethical dilemmas and moral questions in *Chike and the River*. It provides a framework for evaluating the moral lessons embedded in the narrative and how they are conveyed through language and cultural expression.

Previous study

Nwafor (2021) carried out a study on language as a medium for moral education in African children's literature. The study examined how African authors, including Achebe, use language to impart moral education to children through culturally embedded expressions. The both studies focus on language as a tool for moral instruction in Achebe's works. The difference is that the reviewed work covers a broader range of African children's literature, while the current study focuses on *Chike and the River*. Umeh (2022) conducted a study on the cultural conflicts and ethical ambiguities in Chinua Achebe's youth-centered novels. The study explored the moral and cultural conflicts faced by young characters in Achebe's novels, with a focus on ethical ambiguities. Both studies address moral conflicts shaped by cultural influences in Achebe's young protagonists. On the difference, the reviewed work covers multiple youth-centered novels, while the current study focuses solely on *Chike and the River*.

Aliyu and Ikegwuonu (2022) conducted research on cultural context and language choices in Nimo speech community. The study explores the Nimo cultural norms, values and beliefs by investigating the attitudes of the Nimo speakers with regards to the use of taboo words and euphemistic expressions and various contexts where the use of certain words and expressions are tabooed in the speech community. The both studies focus on language as a tool for euphemistic expressions. However, the reviewed work centered on taboo words in Nimo speech community, while the current study focuses on *Chike and the river*.

Research Methodology

The study will adopt a qualitative research design to explore the interplay between language and morality in Achebe's *Chike and the River*. This design is appropriate for examining how language reflects and conveys ethical lessons within a cultural context. The primary text for analysis will be Achebe's *Chike and the River*. The focus will be on identifying and interpreting instances of language use, such as proverbs, idiomatic expressions, and narrative techniques, that convey moral and cultural messages.

The analytical framework of the study is Ethical Literary Criticism. This was used to assess how characters' actions and moral dilemmas are presented in the text. This includes examining how the narrative addresses ethical questions and how it reflects or critiques societal norms.

On data analysis, the study adopts a thematic analysis approach. It was used to identify and categorize recurring themes related to language and morality in the novel. This involves coding passages that illustrate moral teachings, cultural expressions, and the role of language in shaping ethical perspectives. Again, it was used to analyse how these themes interact to convey the novel's broader moral and cultural messages. This includes exploring how Achebe uses language to reflect and challenge cultural and ethical norms.

Analysis of the study

This area of the study explores the ethical dilemmas faced by characters in the novel and how these are resolved. It equally assesses how Achebe's portrayal of these dilemmas contributes to the overall moral messages of the text through the use of language. In *Chike and the River* by Achebe, the use of language and the underlying morals are intricately linked to convey important life lessons in a culturally relevant and accessible way, especially for young readers. The language in the novella is simple and clear, while the moral lessons embedded within the story reflect broader themes of growth, responsibility, and cultural values.

Language Use in *Chike and the River*

Simple and Accessible English

Achebe writes in straightforward English, making the text accessible to younger audiences while ensuring clarity. The simplicity reflects Chike's perspective as a young boy navigating life, adventure, and moral choices. For instance, when Chike contemplates crossing the Niger River for the first time, the language mirrors his curiosity and fear in a way that is relatable to readers:

"Chike could not wait to go and see the river for himself. He had never seen a river as big as this one, and it made him feel small."

The use of simple vocabulary and short sentences helps convey Chike's feelings of wonder and excitement, which are central to his character's journey of discovery.

Use of Proverbs and Idiomatic Expressions

Achebe weaves in traditional Igbo proverbs and idiomatic expressions to reflect the cultural background of Chike and his community. These proverbs not only enrich the language but also serve to impart wisdom. For example, when Chike's uncle advises him on patience and humility, it reflects the value placed on these traits in Igbo culture:

"The toad does not run in the daytime for nothing."

This Igbo proverb suggests that actions have reasons, even if they are not immediately clear, and it advises caution in interpreting situations. The presence of such proverbs reminds readers of the cultural roots embedded in the story while reinforcing the importance of traditional knowledge.

Descriptive and Figurative Language

Achebe uses vivid descriptions and figurative expressions to evoke the atmosphere and emotions of the scenes. For instance, Achebe describes the river as:

"The great river moved slowly, its surface smooth and shiny like a snake's back."

This figurative description helps readers visualize the majesty and mystery of the river, which plays a central role in the story. The simile compares the river's surface to a snake's back, adding a sense of danger and allure, reflecting Chike's simultaneous fear and fascination.

Dialogue Reflecting Social Hierarchy and Relationships

The dialogues in the story reflect the characters' social statuses and relationships. Chike's conversations with adults, like his uncle or his teacher, show respect, as is customary in Igbo culture. When speaking to his uncle, Chike listens attentively, with language reflecting deference:

"Yes, Uncle," Chike said quietly, knowing that adults were to be listened to.

This careful language use highlights the cultural expectation of respect for elders, while the dialogue between Chike and his peers is more casual, reflecting the innocence and curiosity of childhood.

Morals in Chike and the River

The novella is filled with moral lessons that are subtly conveyed through Chike's experiences and choices. These lessons are essential for the development of young readers and reflect Achebe's intention to teach while entertaining.

1. The Value of Patience and Hard Work: Chike learns that success comes from perseverance and effort. His initial impatience to cross the river and experience the adventures in Asaba is tempered by the realization that he must first work hard to achieve his goals. This is illustrated when Chike earns money to pay for his ferry trip across the river:

"I will not give you money to cross the river," his uncle said. "You must work for it."

Through this, Chike learns that relying on hard work, rather than expecting handouts, is important for personal growth. The moral here is that true achievement comes from one's efforts, a lesson Achebe communicates through Chike's experience.

2. Honesty and Integrity: A central moral theme in the novella is the importance of honesty. Chike faces temptation when a character named S.M.O.G. offers him a dishonest way to make money. Chike eventually realizes that integrity is more valuable than easy gain, and this shapes his development:

"Chike felt very uncomfortable. He knew that what S.M.O.G. wanted him to do was wrong."

This scene highlights the moral dilemma of choosing between right and wrong, with Chike ultimately rejecting dishonesty. Achebe uses this as an opportunity to emphasize the value of integrity, particularly for young readers.

3. Respect for Elders and Tradition: Achebe also stresses the importance of respecting elders and adhering to tradition. Chike's uncle serves as a mentor, guiding him through various challenges. The respect Chike shows toward his uncle reflects a broader cultural moral about honouring elders. Chike's uncle advises him patiently, and the young boy learns that wisdom often comes from listening to older, more experienced people:

"Do not be in too much of a hurry, Chike. The world is wide, but you must walk slowly through it."

This advice encapsulates the moral of taking life one step at a time, respecting the process of growth, and listening to those who have walked the path before.

4. Curiosity Balanced by Caution: Chike is naturally curious, but his experiences also teach him that caution is necessary. His desire to explore new places is balanced by the dangers he encounters. For example, when Chike finally crosses the river, he realizes that the new world he discovers is not as idealized as he imagined:

“Life in Asaba was not very different from what he had known before.”

This moral lesson emphasizes the need to approach new experiences with a balanced perspective, curiosity is valuable, but it should be tempered with a sense of awareness and responsibility.

In connection with the above information, in Achebe's *Chike and the River*, the use of indigenous languages and proverbs, the role of oral traditions in moral instruction, and the portrayal of ethical dilemmas are integral to the narrative, enriching the text with cultural depth and moral complexity. Each element serves to highlight the interplay between language, culture, and morality in a rapidly changing Nigerian society.

Use of Indigenous Languages and Proverbs

Achebe's use of indigenous languages and proverbs in *Chike and the River* plays a crucial role in anchoring the narrative in its cultural context. The integration of local Igbo phrases and proverbs not only enhances the authenticity of the setting but also reflects the traditional values and worldviews of the community. Proverbs, in particular, are a significant aspect of Igbo oral literature and serve as a means of imparting wisdom, guiding behaviour, and reinforcing social norms.

In the novel, proverbs are used to convey moral lessons and cultural truths. For instance, Achebe incorporates proverbs to illustrate the wisdom of elders and the moral principles that govern social interactions. These proverbs often encapsulate broader ethical lessons, offering insights into the community's values and expectations. Through these expressions, Achebe enriches the narrative with layers of meaning and provides readers with a deeper understanding of the cultural fabric of the society portrayed in the novel. The use of indigenous languages also serves to bridge the gap between traditional and modern influences. By incorporating local dialects, Achebe creates a sense of immediacy and connection to the cultural heritage of his characters. This linguistic choice highlights the tension between maintaining traditional values and adapting to new social dynamics, a central theme in Chike's journey.

Role of Oral Traditions in Moral Instruction

Oral traditions are a fundamental aspect of moral instruction in *Chike and the River*. In many African societies, oral storytelling is a primary means of transmitting values, norms, and historical narratives from one generation to the next. Achebe's depiction of oral traditions in the novel underscores their importance in shaping the ethical outlook of individuals and communities. The narrative often showcases Chike's interactions with elders and the stories they share, which serve as moral lessons. These oral narratives are not merely entertaining but are imbued with ethical teachings that guide Chike's understanding of right and wrong. Through these stories, Achebe illustrates how oral traditions function as a moral compass, helping characters navigate their actions and decisions in alignment with societal expectations. Moreover, the oral traditions in the novel reflect the communal aspect of moral education, where values are reinforced through shared experiences and collective memory. The integration of these traditions into the narrative highlights their role in fostering a sense of identity and belonging, as well as in reinforcing the moral fabric of the community.

Portrayal of Ethical Dilemmas

Chike, the protagonist, encounters several ethical dilemmas that test his moral principles and challenge his understanding of right and wrong. These dilemmas are central to the plot and serve as a means of exploring the broader themes of morality and cultural change. One of the key ethical dilemmas Chike faces involves his struggle between adhering to traditional values and embracing modern influences. As Chike grows up, he is confronted with choices that reflect the tension between his cultural heritage and the changing societal landscape. For example, his interactions with Western education and modern practices often put him at odds with traditional expectations, forcing him to navigate complex moral terrain.

In line with the above, Achebe portrays these dilemmas with nuance, allowing Chike's internal conflicts and external challenges to reflect broader societal issues. Through Chike's experiences, the novel examines the impact of modernization on traditional values and the moral complexities that arise in a shifting cultural context.

Summarily, Achebe's use of indigenous languages and proverbs, the role of oral traditions, and the portrayal of ethical dilemmas in the prose are integral to the novel's exploration of language and morality. These elements work together to provide a rich, culturally grounded narrative that offers valuable insights into the interplay between ethical values and cultural expression. Through his masterful use of these literary devices, Achebe deepens the reader's understanding of the moral and cultural dimensions of the story, making *Chike and the River* a profound reflection on the relationship between language, culture, and morality.

Findings

The study revealed that Achebe uses language to express cultural values, beliefs, and norms in the story, hence, language is a cultural vehicle. This is to say that the language of the characters reflects their identity and serves as a means of transmitting traditional wisdom, norms, and moral expectations from one generation to another. It further discovered that moral lessons are embedded in storytelling. Through the narrative, Achebe subtly incorporates ethical lessons, especially around themes of honesty, bravery, humility, and the consequences of disobedience. Chike's experiences throughout the story reveal the moral dilemmas young people face and how their choices reflect broader societal values. Again, Achebe frequently employs proverbs and idiomatic expressions that carry deep moral teachings. These are culturally bound and serve as educational tools within the Igbo society, shaping Chike's understanding of right and wrong. More so, there is the influence of Western culture. The story shows the conflict between traditional Igbo moral standards and the influence of Western culture. This juxtaposition reveals the challenges faced by postcolonial African societies in balancing cultural heritage with modern influences, which sometimes leads to moral confusion among the younger generation. In line with the foregoing, the study found that Achebe's portrayal of Chike's moral decisions often reflects the tension between individual desires and collective societal expectations, underscoring the importance of community in shaping personal ethics, hence, the interplay of individual morality and collective ethical values.

Conclusion

Achebe's *Chike and the River* serves as a rich narrative that intricately weaves language with moral and ethical lessons. The study concludes that Achebe employs language not only as a tool for storytelling but also as a powerful medium for conveying cultural and moral values. Through Chike's experiences, the novel explores the tension between individual choice and societal expectations, showcasing how moral lessons are conveyed through everyday life and cultural practices. Achebe's use of language, particularly proverbs and idioms, highlights the deep interconnection between language, culture, and morality in African societies, specifically within the Igbo cultural context. So, the study affirms that *Chike and the River* remains a relevant work that teaches young readers about the importance of morality, cultural identity, and the consequences of personal choices, especially in a world influenced by both tradition and modernity.

Recommendations

Incorporate African Literature in Moral Education: Educators should consider using African literature like *Chike and the River* in moral education curricula. Achebe's stories, rich in cultural and moral themes, can help students understand and navigate ethical issues in their lives.

Promote Cultural Expressions in Language Studies: Language teachers should encourage the exploration of cultural expressions, such as proverbs and idioms, which convey ethical values and moral lessons. This will not only enhance students' linguistic skills but also deepen their understanding of their cultural heritage.

Addressing Cultural Conflicts in Modern Education: Schools, especially in postcolonial societies, should create platforms to discuss the conflicts between traditional cultural values and modern

influences. This will enable students to critically analyse and balance these values as they make ethical decisions in their personal and social lives.

Further Studies on Comparative Cultural Ethics: Future research should explore the comparison of cultural ethical values across different African communities, as seen in their literature, to provide broader insights into how various societies transmit morality through language and storytelling.

Expand Achebe's Works in Moral Discourse: Scholars should continue to study Achebe's works for their contributions to moral and ethical discussions, as his writing offers timeless insights into the complex relationship between language, culture, and morality.

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