



Strategies for Indigenous Language Preservation in Nigerian Educational Systems: A Qualitative Study

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Abstract

In Nigeria, indigenous languages are at risk of being marginalized in favour of English due to historical colonial influences and current educational policies. A comprehensive literature review and semi-structured interviews with educators, policymakers, and language experts were conducted to identify best practices and challenges. Indigenous languages are predominantly taught in early childhood education settings (60% of respondents reported this practice). However, there is a notable gap in implementing such strategies at higher educational levels (45%). While some progress has been made, significant barriers remain to fully integrate indigenous language preservation into Nigerian educational systems. The integration of mandatory bilingual education programmes and the development of comprehensive policy frameworks are recommended as key steps towards effective implementation.

Keywords: *Sub-Saharan, ethno-linguistics, ethnography, discourse analysis, cultural preservation, indigenous knowledge systems, community-based education*

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