



Indigenous Language Preservation Strategies in Nigerian Educational Systems

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Abstract

In Nigeria, indigenous languages are an integral part of cultural heritage, yet they face significant challenges in educational contexts due to language policies and practices. This study employed a qualitative approach involving interviews with educators, policymakers, and community leaders across various regions of Nigeria. Data analysis included thematic coding to uncover common themes and unique challenges. Interviews revealed a consistent trend towards the adoption of bilingual education models in primary schools, particularly in regions where indigenous languages are predominant. However, there is a notable lack of standardised language curricula and teacher training programmes designed specifically for indigenous languages. While some progress has been made through localized educational initiatives, sustained efforts are needed to ensure equitable language access across all levels of the education system. Policymakers should prioritise the development of comprehensive, standardised language curricula and teacher training programmes that recognise and support indigenous languages. Additionally, there is a need for more research into best practices for effective bilingual education in Nigeria. Indigenous Languages, Education Policy, Bilingual Education

Keywords: *Cultural Heritage, Indigenous Knowledge, Ethnography, Community Engagement, Linguistic Rights, Bilingual Education, Oral Tradition*

ABSTRACT-ONLY PUBLICATION

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