



Indigenous Language Preservation Strategies in Nigerian Educational Systems: A Mixed Methods Inquiry

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Abstract

Nigeria is a multilingual country where over 50 indigenous languages are spoken. Educational systems have traditionally used English as the medium of instruction, leading to the marginalization of many local languages. The mixed methods design includes a comprehensive questionnaire surveying 500 students from primary schools, supplemented by semi-structured interviews with 30 teachers. Data analysis employs thematic coding and descriptive statistics to identify key themes and proportions. Indigenous language preservation strategies identified include bilingual education programmes (32%), language immersion classrooms (18%), and community-based language learning initiatives (25%). Bilingual education programmes show the highest implementation rate, indicating their potential as a robust strategy for indigenous language retention in Nigerian schools. Educators should prioritise bilingual education models and seek partnerships with local communities to enhance language preservation efforts. Indigenous Languages, Educational Systems, Nigeria, Bilingual Education

Keywords: *Sub-Saharan, African, Cross-Cultural, Ethnographic, Social-Constructivism, Indigenous, Bilingualism*

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