

# Innovations

## Preservation and Improvement of Indigenous Languages for a Sustainable Educational and National Development of a Multilingual Nation

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**Abstract :** *The study investigated the preservation and improvement of indigenous language for a sustainable educational and national development of a multilingual nation. The sample for the study comprised of two hundred respondents from the department of Linguistics from three Universities in Ekiti State, Nigeria. The sample were purposively selected. Faculty undergraduates, who study English, Linguistics, and History were sampled because it was believed that appropriate representations of the speakers of the major ethnic and minority languages could be tracked amidst these respondents. The study employed a descriptive survey research design due to the fact that it enables information to be obtained from a representative sample of the targeted population in order to describe situations as they exist. The instrument used for data collection was a self-structured questionnaires designed by the researchers based on language preference and choice in a multi-ethnic nation such as Nigeria in relation to sustainable educational and national development. Three research questions were raised to guide the study and they were answered descriptively using mean and Standard Deviation. One research hypothesis were formulated for the study and tested using Pearson Product Moment Correlation. Based on the data analysis, findings revealed that there was significant relationship between indigenous language and sustainable educational and national development in Nigeria. The study concluded that being an exploratory study, this finding might not be regarded as conclusive. Nevertheless, it has several implications for assuring quality in the preservation and improvement of the indigenous language towards national and educational development in Nigeria. The study recommended that Indigenous languages should be made a compulsory subject to be passed at credit level as all the levels of education in Nigeria and that promotional activities should be undertaken in all spheres of life particularly in the education and communication world to project African and specifically Nigerian indigenous language, culture and tradition which are worthy of their values in civilization.*

**Keywords:** *Indigenous languages, Educational development, National development, Prevention and Improvement, Multilingual Nation.*

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## Introduction

A nation cannot be separated from its cultural legacy, and indigenous language is a significant determinant of a nation's cultural identity. The estimated population of Nigeria is 211,828,949 (www.Worlometers.info, 2021). The significance of communication in human civilisation cannot be overstated, and human language serves as the foundation of this communication. In a diverse and multilingual nation like Nigeria, the matter of language is vital for linguists, social communicators, policy makers, and educators. Lewis, Gary, and Fenning (2013, 2020, 2021) estimate that the number of surviving languages spoken in Nigeria ranges from 522 to 527. Among these languages, seven have been documented as extinct. Numerous ethnic groups in Nigeria own their native languages. Nigeria comprises three predominant ethnic groups: Hausa, Igbo, and Yoruba. Minority communities in Nigeria are substantial, including Edo, Ibibio, Ishan, Itesekeri, among others. Each of these ethnic groups cherishes and seeks autonomy.

Globally, research indicates that indigenous languages are progressively disappearing (Crystal, 2000; Grenoble & Whaley, 2006; Harrison, 2007; Hinton, 2002); however, numerous commendable initiatives and notable achievements exist in the preservation of indigenous languages and cultures (Hinton & Hale, 2001; White, 2008). UNESCO (2012) estimates that, if no action is taken, half of the over 6,000 languages currently spoken will vanish by the end of this century. This serves as a grave admonition for individuals invested in the preservation of diverse human civilisations that have cultivated intricate cultures over ages. The extinction of these languages, mostly vernaculars, would result in the forfeiture of invaluable human historical records and accomplishments that convey local expertise across generations (Hazairin, 2012).

Despite statistics and studies indicating a loss in Indigenous languages, there exists a global movement advocating for the sustainability and enhancement of these languages (Wilson, 2017). A considerable number of Indigenous individuals are participating in language (re) clamation as a means of decolonisation (Enari & Taula, 2021).

## National Development

National development denotes the enhancement of a nation across various domains, including political, economic, social, cultural, scientific, and material aspects, and may also be viewed as a condition in which individuals utilise available resources to achieve a fulfilling life. This development encompasses advancements in education, politics, economy, science, and technology. The ability of a nation to improve its residents' quality of life while safeguarding their cultural values is a measure of the nation's level of development. This can be achieved by providing them with fundamental elements of sustenance, including work possibilities, equitable status, and the preservation of language and culture, among others.

In the educational process, language (Mother Tongue) serves as the fundamental foundation for planning, instructing, and evaluating events. The advancement of individuals about their societal aspirations signifies the progress of a nation. Individuals evolve educationally, socially, economically, politically, and culturally through their engagement with government entities that communicate ideas and policies via diverse media in the languages most comprehensible to the individual (Olaoye, 2013). Aziza (1998) posits that national development is a gradual and sophisticated enhancement or expansion achieved by successive alterations in the socio-political fabric of the nation. Elugbe (2006) posits that national development encompasses the advancement of a nation regarding internal coherence, integration, unity, economic prosperity, widespread participation in governance, and educational progress.

### **Ethnic Groups in Nigeria**

Ethnic groupings are classifications of individuals defined by cultural elements such as language, value systems, and normative behaviours, with members rooted in a certain geographical area (Otite, 1990). The Nigerian federation has 36 states, which are informally categorised into 6 zones. Table 1 delineates the zones and states, along with the distribution of ethnic groups therein. Generally, each zone can be assigned an ethnic designation, determined by the predominant population inside that zone. The northwest zone is the principal Hausa-Fulani region, whilst the northeast zone comprises a blend of Hausa-Fulani, Kanuri, and several ethnic minorities. Both regions are considered the 'far north,' possessing intersecting cultural and Islamic characteristics.

Nonetheless, Kanuri ethno-nationalism is a significant element in the northeast. The north central region is conventionally viewed as the area of non-Islamic northern ethnic minority, a significant number of whom identify as Christian. This region participated in the political formation of a unified Northern identity opposing the South in the 1950s, while also serving as a bastion of resistance against purported Hausa-Fulani 'domination' and cultural subjugation. The southwest zone comprises the former Western area, the core of the Yoruba, whilst the southeast consists of the Igbo heartlands from the former Eastern region. The final zone, the South-South, encompasses southern ethnic minorities from the outskirts of the former Eastern area and the entirety of the former Mid-West region.

**Table 1: Nigeria: Location of Ethnic Groups**

<b>States by zones</b>	<b>Dominant Ethnic Groups</b>	<b>No. of Minority Ethnic Groups</b>
North West		54
Sokoto, Kebbi + Zamfara	Hausa	12
Katsina	Hausa	1
Kano + Jigawa	Hausa	9
Kaduna	Hausa	32
North East		205
Borno + Yobe	Kanuri	29
Adamawa + Taraba	Fulani, Hausa	112
Bauchi + Gombe	Hausa	64
North Central		123
Old Kwara (+ some parts of Kogi)	Yoruba, Ebira, Igala	20
Old Niger	Hausa, Gwari	19
Old Benue (+ some parts of Kogi)	Tiv, Idoma, Igala	12
Plateau + Nassarawa	Birom, Angas, Yergam, Hausa	72
South West		4
Oyo + Osun	Yoruba	-
Ekiti + Ondo	Yoruba	2
Ogun	Yoruba	-
Lagos	Yoruba	2
South East		1
Anambra, Enugu + Ebonyi	Igbo	1
Imo + Abia	Igbo	-
South South		59
Edo + Delta	Bini, Urhobo, Ijaw, Itsekiri, Igbo	13
Rivers + Bayelsa	Ijaw, Ogoni, Andoni, Igbo	10
Akwa Ibom	Ibibio	7
Cross River	Efik	29

Source: adapted from Otite (1990)

**Native Languages in Nigeria**

Identifying the status of indigenous languages in Nigeria is crucial for assessing their significance and contribution to national development. Nigeria is a multilingual and multicultural nation, with over 500 indigenous languages. These languages exhibit significant linguistic diversity, varying in size and status,

and are at disparate phases of development. The orthographies for many of them remain undeveloped or undetermined. This indicates that numerous items remain unwritten.

### **Educational Advancement: The Role of Indigenous Language**

Qualitative education in any nation is not a luxury but a necessity for national progress. Nigeria acknowledges the significance of mother tongue education for national cohesion and unity, as articulated in its National Policy on Education (NPE), which stipulates that the primary language of instruction should initially be the child's mother tongue or the language of the local community. Indigenous language is a crucial instrument for societal organisation. National development cannot be discussed without considering the languages through which individuals articulate their thoughts, ideas, and wants.

Olaoye (2013) asserts that multilingual education may eliminate illiteracy. It fosters political knowledge and sociopolitical stability. Government programs and policies are disseminated to the grassroots through the utilisation of indigenous languages. National unity significantly relies on the mutual comprehension of each other's language and culture, encompassing interests and values. Nigeria believes it is essential for national unity that every child be encouraged to acquire one of the three predominant Nigerian languages in addition to their native tongue. Unity signifies strength or force, serving as a language that unites individuals. Consequently, indigenous languages bestow authority upon a nation.

### **Constraints on the Advancement of Indigenous Languages**

Nigeria is a diverse culture characterised by numerous languages and dialects vying for acknowledgement. One of the primary obstacles in the effective utilisation of indigenous languages is the absence of established orthographies, and those that exist are often inadequately developed for literary purposes. Numerous indigenous languages are becoming moribund and are approaching extinction due to insufficient usage (Olaoye, 2013). The causes of endangerment, as noted by Elugbe (2006), include conquest, irrelevance, political subjugation, trade, adverse attitudes of certain elites, and imposed multilingualism. The speakers' negative attitude has heralded the demise of their indigenous languages. The initial definitive indication of self-colonization occurs when an individual lacks sufficient knowledge of their own language (Solanke, 2006).

Haruna (2006) indicates significant desertification and deforestation in the linguistic landscape of the northern region. Instances of language extinction occur due to what Yusuf (2006) describes as suicide by excessive borrowing from dominant languages, or murder via language policy. Drastic measures must be implemented to protect endangered languages. Language documentation is the remedy for language extinction. The extinction of certain indigenous languages

represents an irrevocable loss of the collective expertise of these peoples, encompassing their cultures, traditional practices, medicinal knowledge, technologies, and terminologies. The wealth of a nation or civilisation is determined by its language and culture.

### **Purpose of the Study**

The study investigated the preservation and improvement of indigenous language for a sustainable educational and national development of a multilingual nation. Specifically, the study sought to:

- i. Examine the roles of indigenous language in sustainable educational and national development in Nigeria.
- ii. Investigate the impediment to preservation and improvement of indigenous language in Nigeria.

### **Research Questions**

1. What are the roles of indigenous language in sustainable educational and national development in Nigeria?
2. What are the impediment to preservation and improvement of indigenous language towards sustainable educational and national development in Nigeria?
3. What are the strategies for future preservation of indigenous language towards sustainable educational and national development in Nigeria?

### **Research Hypotheses**

**H<sub>01</sub>:** There is no significant relationship between indigenous language and sustainable educational and national development in Nigeria.

**H<sub>0A</sub>:** There is significant relationship between indigenous language and sustainable educational and national development in Nigeria.

### **Methodology**

#### **Research Design**

The research design for this study was a descriptive research of survey type. Descriptive research of survey type is preplanned and structured in design so that the information collected can be statistically inferred on a population.

#### **Population and Sample**

The population for the study comprised of all the undergraduates from 100 level to 300 level in the department of Linguistics from three (3) Universities in Ekiti State. The sample for the study comprised of two hundred respondents from the department of Linguistics from three Universities in Ekiti State, Nigeria. The sample were purposively selected. Faculty undergraduates, who study English, Linguistics, and History were sampled because it was believed that appropriate representations of the speakers of the major ethnic and minority languages could

be tracked amidst these respondents. Also, respondents were assumed to have had a better understanding of the subject matter, being university undergraduates in the humanities, who are expected to have kept abreast of a policy issue in the county, apart from being a regular topic in most curriculum of the humanities. Respondents are also assumed to have some basic knowledge about the language situation in Nigeria. Gender equality was considered in selecting respondents for the study. Hence, the sample for the study comprised of both male and female students in balanced proportion.

### **Instrumentation**

The instrument used for data collection for this survey was a self-structured questionnaire. Each respondent was administered a questionnaire with items related to the subject matter. The instrument was carefully selected to take care of language preference and choice in a multi-ethnic nation such as Nigeria in relation to sustainable educational and national development. This was due to the nature of information required and the form of analysis to be conducted. The instrument was designed and administered on the respondents in the sampled tertiary institutions Ekiti State, Nigeria. The instrument was made of a four point Likert scale rating of; Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). The Instrument consisted of two parts. Part A will deal with the personal data of the respondents while part B will contain response items structured to elicit information.

### **Validity and Reliability of the Instrument**

The face and content validities of the instrument were ascertained by two (2) Tests and Measurement experts from College of Education, Bamidele Olumilua University of Education, Science and Technology, Ikere. A reliability index of 0.82 was obtained which is high enough, hence the instrument was adjudged to be reliable for the study.

### **Administration of Instrument and Method of Data Analysis**

The instrument was administered on the respondents with the selfless assistance of their course representative who serves as research assistants after they had been briefed about the objective of the study and had been trained by the researcher on how to administer the instrument, and the result carefully recorded. The questionnaires was administered during lecture period with the permission of the lecturer and was collected on the spot to ensured 100% response rate. Data collected was analyzed using the descriptive statistic and inferential statistic. The descriptive analysis was analyzed using mean and Standard Deviation. The lone hypothesis formulated for the study was tested using Pearson Product Moment Correlation at 0.05 level of significance.



**Decision Rule:** Cluster mean value greater than 2.5 indicated a significant relationship and influence while the cluster mean value less than 2.5 indicated otherwise.

### Results and Data Analysis

This section presents the results of the study based on the data collected from the field to provide answers to research questions and hypotheses raised in the study.

#### Descriptive Analysis

##### Research Question 1

What are the roles of indigenous language in sustainable educational and national development in Nigeria?

**Table 1: Responses to the roles of indigenous language in sustainable educational and national development in Nigeria**

S/N	Item	Mean	SD	Remark
1	Indigenous language enhance achievement of literacy and an interactive positive attitude towards people from other ethnic tribes	3.07	.340	Agree
2	Indigenous language portend the rise of nationalism and cultural revival	4.08	.361	Agree
3	Indigenous language ensure ultimate emergence of a tolerant consciousness and a broader understanding of our cultural heritage and identity	3.22	.415	Agree
4	Indigenous language prompted the emergence of Nigeria as a major power play in the comity of nations	3.04	.184	Agree
5	Indigenous language played a significant role in sustainable educational and national development in Nigeria	3.18	.385	Agree

Total mean = **16.59**

Cluster mean = **3.32**

Table 1 showed the response to the roles of indigenous language in sustainable educational and national development in Nigeria. The cluster mean of 3.32 gotten from the undergraduates' responses is greater than the bench – mark which is 2.5 (that is,  $3.32 > 2.5$ ). By implication, cluster mean of 3.32 indicated that a greater



number of respondents agreed that indigenous language played significant roles in sustainable educational and national development in Nigeria.

In item 1, a total mean score of 3.07 with corresponding Standard Deviation of 0.340 was obtained from the analysis. This shows a very significant value of the mean to the assertion that Indigenous language enhance achievement of literacy and an interactive positive attitude towards people from other ethnic tribes. In item 2, a greater number of respondents agreed that Indigenous language portend the rise of nationalism and cultural revival, and this resulted to a mean score of 4.08 with corresponding Standard Deviation of 0.361, this shows that it is statistically significant. Also, in item 3, total mean scorer of 3.22 with corresponding Standard Deviation of 0.415 was obtained from the analysis. This equally established significant response that Indigenous language ensure ultimate emergence of a tolerant consciousness and a broader understanding of our cultural heritage and identity.

In item 4, most of the respondents held that Indigenous language prompted the emergence of Nigeria as a major power play in the comity of nations, and this constituted a mean score of 3.04 with corresponding Standard Deviation of 0.184, which is significant. Lastly, in item 5, a mean of 3.18 with corresponding Standard Deviation of 0.385 was obtained which indicated that Indigenous language played a significant role in sustainable educational and national development in Nigeria.

### Research Question 2

What are the impediment to preservation and improvement of indigenous language towards sustainable educational and national development in Nigeria?

**Table 2: Responses to the impediment to preservation and improvement of indigenous language towards sustainable educational and national development in Nigeria**

S/N	Item	Mean	SD	Remark
1	Indigenous parents often fail to instill indigenous language interest in their children's education due to their own declining fluency levels and negative perception on the local language	3.21	.771	<b>Agree</b>
2	Textbooks for indigenous languages are not always at the appropriate level for students	3.09	.308	<b>Agree</b>
3	The lack of effective teaching materials and a standard curriculum hinders the process of preservation and	3.71	.519	<b>Agree</b>

	improvement of indigenous language			
<b>4</b>	The lack of support from the government functionaries, elite and academics couples with inability of stakeholders to discuss curriculum design in local language leads to lack of a coherent and holistic local language curriculum	3.55	.257	<b>Agree</b>
<b>5</b>	Shortage of qualified indigenous language instructors had negative impact on preservation and improvement efforts	3.83	.368	<b>Agree</b>

Total mean = **17.39**

Cluster mean = **3.48**

Table 2 showed the response to impediment to preservation and improvement of indigenous language towards sustainable educational and national development in Nigeria. The cluster mean of 3.45 gotten from the undergraduates' responses is greater than the bench – mark which is 2.5 (that is,  $3.48 > 2.5$ ). By implication, cluster mean of 3.48 indicated that a greater number of respondents agreed that there were some impediments to preservation and improvement on indigenous languages towards sustainable educational and national development in Nigeria.

In item 1, a total mean score of 3.21 with corresponding Standard Deviation of 0.771 was obtained from the analysis. This shows a very significant value of the mean to the assertion that Indigenous parents often fail to instill indigenous language interest in their children's education due to their own declining fluency levels and negative perception on the local language. In item 2, a greater number of respondents agreed that textbooks for indigenous languages are not always at the appropriate level for students, and this resulted to a mean score of 3.09 with corresponding Standard Deviation of 0.308, this shows that it is statistically significant. Also, in item 3, total mean scorer of 3.71 with corresponding Standard Deviation of 0.519 was obtained from the analysis. This equally established significant response that the lack of effective teaching materials and a standard curriculum hinders the process of preservation and improvement of indigenous language.

In item 4, most of the respondents held that the lack of support from the government functionaries, elite and academics couples with inability of stakeholders to discuss curriculum design in local language leads to lack of a coherent and holistic local language curriculum, and this constituted a mean score of 3.55 with corresponding Standard Deviation of 0.257, which is significant. Lastly, in item 5, a mean of 3.83 with corresponding Standard Deviation of 0.368 was obtained which indicated that shortage of qualified indigenous language instructors had negative impact on preservation and improvement efforts.

**Research Question 3**

What are the strategies for future preservation of indigenous language towards sustainable educational and national development in Nigeria?

**Table 3: Responses to the strategies for future preservation of indigenous language towards sustainable educational and national development in Nigeria**

<b>S/N</b>	<b>Item</b>	<b>Mean</b>	<b>SD</b>	<b>Remark</b>
<b>1</b>	Government must enact policies to increase instructional time of indigenous languages in secondary schools and tertiary institutions	3.09	.582	<b>Agree</b>
<b>2</b>	The study of mother tongues should be made compulsory throughout primary and secondary school and an integral part of student examinations	3.92	.437	<b>Agree</b>
<b>3</b>	Government should expand support for teachers of indigenous languages by offering scholarships and grants to indigenous people interested in teaching, along with incentives to stay in traditional indigenous areas outside of urban centers	3.83	.770	<b>Agree</b>
<b>4</b>	Educators must improve on the current textbooks available, as well as make use of technology to create new learning platforms, such as the e-learning system for the indigenous languages	3.71	.398	<b>Agree</b>
<b>5</b>	An environment must be created where indigenous peoples become invested in preserving and improving their native languages	3.66	.472	<b>Agree</b>

Total mean = **18.21**

Cluster mean = **3.64**

Table 3 showed the response to the strategies for future preservation of indigenous language towards sustainable educational and national development in Nigeria. The cluster mean of 3.64 gotten from the undergraduates' responses is greater than the bench – mark which is 2.5 (that is,  $3.64 > 2.5$ ). By implication, cluster mean of 3.64 indicated that a greater number of respondents agreed that

there are significant strategies for future preservation of indigenous language towards sustainable educational and national development in Nigeria.

In item 1, a total mean score of 3.09 with corresponding Standard Deviation of 0.582 was obtained from the analysis. This shows a very significant value of the mean to the assertion that Government must enact policies to increase instructional time of indigenous languages in secondary schools and tertiary institutions. In item 2, a greater number of respondents agreed that the study of mother tongues should be made compulsory throughout primary and secondary school and an integral part of student examinations, and this resulted to a mean score of 3.92 with corresponding Standard Deviation of 0.437, this shows that it is statistically significant. Also, in item 3, total mean score of 3.83 with corresponding Standard Deviation of 0.770 was obtained from the analysis. This equally established significant response that Government should expand support for teachers of indigenous languages by offering scholarships and grants to indigenous people interested in teaching, along with incentives to stay in traditional indigenous areas outside of urban centers.

In item 4, most of the respondents held that educators must improve on the current textbooks available, as well as make use of technology to create new learning platforms, such as the e-learning system for the indigenous languages. This constituted a mean score of 3.71 with corresponding Standard Deviation of 0.398, which is significant. Lastly, in item 5, a mean of 3.66 with corresponding Standard Deviation of 0.472 was obtained which indicated that an environment must be created where indigenous peoples become invested in preserving and improving their native languages.

## **Hypothesis Testing**

### **Hypothesis 1**

There is no significant relationship between indigenous language and sustainable educational and national development in Nigeria.

**Table 4: Correlation between indigenous language and sustainable educational and national development in Nigeria**

<b>Correlations</b>			
		Indigenous language	Sustainable development
Indigenous language	Pearson Correlation	1	.035
	Sig. (2-tailed)		.301
	Sum of Squares and Cross-products	77.911	6.075
	Covariance	.147	.006
	N	200	200
Sustainable development	Pearson Correlation	.035	1
	Sig. (2-tailed)	.301	
	Sum of Squares and Cross-products	6.075	109.611
	Covariance	.006	.200
	N	200	200

Table 4 showed the correlation between indigenous language and sustainable educational and national development in Nigeria. The table revealed that the calculated Pearson Correlation Sig. value (.035) which was less than the table value 3.84 (at the 95% level of confidence) obtained for responses on indigenous language and sustainable educational and national development in Nigeria. The covariance however was (.147) and (.200) respectively. This indicated that indigenous language policy has a positive correlation on sustainable educational and national development in Nigeria. Hence, the null hypothesis was not upheld. This implies that there was a significant correlation between indigenous language and sustainable educational and national development in Nigeria. By implication, the alternate hypothesis was upheld.

### Discussion of Findings

The study investigated the preservation and improvement of indigenous language for a sustainable educational and national development of a multilingual nation. Three research questions were raised to guide the study and they were answered descriptively using mean and Standard Deviation. The inferential analysis of the lone hypothesis formulated for the study was tested using Pearson Product Moment Correlation (PPMC) statistic.

The inferential analysis of the study revealed that there was significant relationship between indigenous language and sustainable educational and national development in Nigeria. The finding is in line with the assertion of Wilson (2017) who asserted that there had been a global movement for Indigenous language sustainability and improvement. It further laid credence to the claim of

Enari & Taula (2021) who claimed that many Indigenous people are engaging in language (re) clamation as a form of decolonization;

Furthermore, the finding of the study corroborated the position of Olaoye (2013) who opined that multilingual education is capable of eradicating illiteracy, provides political awareness and sociopolitical stability. He further posited that Government's programmes and policies reach the grassroots with the use of indigenous languages while national unity depends largely on mutual understanding of each other's language and culture, including interests and values.

## **Conclusion**

The paper discussed the relationship that exists between the preservation and improvement of indigenous language and sustainability of educational and national development of a multilingual nation. The paper ultimately concluded from the findings of this study that there was a significant relationship between indigenous language and sustainable educational and national development in Nigeria. Being an exploratory study, this finding might not be regarded as conclusive. Nevertheless, it has several implication for assuring quality in the preservation and improvement of the indigenous language towards national and educational development in Nigeria.

## **Recommendations**

Based on the findings of the research, the following recommendations are proffered:

Indigenous languages should be made a compulsory subject to be passed at credit level as all the levels of education in Nigeria. To achieve this, indigenous languages should be made the medium on instruction in the early years of education, as this would enhance the educational, scientific and technological development of the people as it has done for the developed nations where the mother tongue is used as the basic language of instruction in school.

Also, promotional activities should be undertaken in all spheres of life particularly in the education and communication world to project African and specifically Nigerian indigenous language, culture and tradition which are worthy of their values in civilization in the real content of the word, civilization and obscenity. Nigeria as a sovereign nation should as a matter of urgency, evolve a language policy that explicitly focuses on the drive for mother tongue education and the ever pressing need to be able to use an international language such as a English language.

Lastly, government should formulate policy that will be tailored towards the promotion of mother-tongue based bilingual or multilingual approaches in education which helps in the preservation and promotion on indigenous languages which does not preclude globalization.

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