



## EXPLORING THE MERIT AND CHALLENGES OF THE LANGUAGE OF THE IMMEDIATE ENVIRONMENT POLICY IN NIGERIA

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### Abstract:

Language is the vehicle that conveys communication in human societies. Therefore, without language, human communication and interaction would be difficult. Language is also used as a symbol of cultural identity, and for several other functions in the affairs of people. As a result of the importance of language, the national policy on education advocates the need for Nigerian primary school students to be taught the language of the immediate environment, which will be used as the medium of instruction in the first three years in primary school to enhance social interaction and preservation of culture. The aim of this essay, therefore, is to explore the merits and challenges of the policy and understand how well the policy has fared in Nigeria. The findings of this essay show that the policy came with attendant challenges and has been jettisoned by schools, thereby undermining its merits. No doubt, the language of the immediate environment is rooted in the cultural norms and practices of every community in Nigeria. Therefore, to preserve these cultural norms and practices; the language of the immediate environment should be emphasized and taught as advocated by the national policy on education, irrespective of the challenges.

**Keywords:** merit, challenges, language of the immediate environment policy

### 1. Introduction

In today's world, the growth and development of any country or nation depends almost entirely on the development of its education. And education does not develop by paying lip service to the laws and policies that govern its development/ advancement (Obiweluzor, 2015). Education policies are formulated in order to ensure quality service delivery and to continue to keep with the pace of innovation in the education sector (Obiweluzor, 2015). As a country that craves development of its education, Nigeria has continued to revise its National policy on Education in order to inject current innovation

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into the system (Obiweluozor, 2015). *“The National Policy on Education (NPE), explicitly laid down the guiding principles for effective implementation, management and administration of education policies from basic education up to tertiary education at the federal, state and local tiers of government”* (Obiweluozor, 2015, p. 160). Education policies carefully outline the desires and the expectations, objectives, and aims, standards required for the advancement of education in any country or nation interested in its education to meet the best practices in the world (Obiweluozor, 2015). One aspect of the National Policy on Education in Nigeria that is of growing concern is the language policy (Ibrahim & Gwandu, 2016). The multilingual nature of Nigeria has been a challenge to the education system in the country, even though the National Policy on Education clearly recognized the importance of language to social interaction and preservation of culture (Ibrahim & Gwandu, 2016; Ogunmodimu, 2015).

In Nigeria, language plays many roles, particularly the English language. The English language is the language of the media, legislature, judiciary, trade, politics, and education; it serves as a unifying factor (Ibrahim & Gwandu, 2016). As currently constituted, the indigenous languages cannot effectively function and perform the role of the English language in Nigeria as a result of the linguistic diversity of the country (Ibrahim & Gwandu, 2016). The language situation of Nigeria is unique and complex to the extent that it will be unrealistic to choose one indigenous language for national use in the country (Ogunmodimu, 2015). The English language, as bequeathed to Nigeria by the colonialists, is functioning as a national language in Nigeria. This role has given the English language the prominence it has in Nigeria today (Ogunmodimu, 2015). The English language is so used in Nigeria today that scholars have identified that there is the Nigeria version of the English language, such that the language is no longer as foreign as it used to be (Ogunmodimu, 2015). The linguistic diversity of Nigeria is completely addressed with the use of the English language as the official language of the country (Danladi, 2013; Ogunmodimu, 2016). In an attempt to address the dominance of the English language and for the preservation of Nigeria’s cultural heritage, the National Policy on Education advocated the teaching and use of the language of the immediate environment (hereinafter LIE) as a medium of instruction from primary 1 to 3 (NPE, 2004). This policy stems from the conviction of the government in the potency of the indigenous languages in learning concepts, preservation of culture or social interaction (Danladi, 2013). Omotoyinbo (2016) believed that a multilingual speech community like Nigeria needs to adopt a language policy that will allow efficient communication and community engagement with emphasis on the participation of the community in the formulation and adoption of such a policy to be used in such a diverse speech community.

## **2. Nigeria’s Education System**

Nigeria is a country in West Africa and the most populous black country in the world, with an estimated population of about 239 million and over 460 different indigenous

languages (Pontanius & Oruonye, 2021). Incidentally, none of the indigenous languages has been considered to take the place and function of the English language in the country (Ajepe & Ademowo, 2016; Taiwo, 2009). The English language has continued to take prominence over the indigenous languages because the country was colonized by Britain and they bequeathed the English language to the country and being a linguistically diverse country, the English language became the language of commerce, politics, education, judiciary, and a unifying factor (Ajape & Ademowo, 2016; Danladi, 2013; Taiwo, 2009). Nigeria's education relies heavily on the English language as the language of instruction across all levels of education in the country (Taiwo, 2009). However, primary education in Nigeria, especially primary 1 to 3, is expected to be taught and learn in the LIE (NPE, 2004).

Primary education is the first phase of education in Nigeria as the country practices the 6-3-3-4 system of education, where primary education is for 6 years, junior secondary education 3 years, senior secondary education 3 years and at least 4 years of higher education, depending on the program (Asaaju, 2015). Basically, secondary education was split into junior and senior secondary school because Nigeria wanted an exit opportunity for students who are interested in vocational technical education, so this set of individuals was expected to spend 3 years in the conventional junior secondary school before transitioning to either senior secondary school or moving to vocational technical schools (Asaaju, 2015). The program was fraught with many challenges, some of which were the fact that vocational technical schools were not well equipped, and those that received equipment had challenges with the equipment as they were already obsolete, and others never received any at all. Again, there were no qualified personnel to handle such equipment (Asaaju, 2015).

Even though Nigeria has experienced inconsistency in its education system, there has been considerable stability and consistency with the 6-3-3-4 system of education in the country. Unfortunately, this has not significantly changed the fortune of education as conceived in Nigeria (Asaaju, 2015; Birabil & Ogeh, 2020). As the first level of formal system of education in Nigeria, the primary school is expected to admit children from the age of six and as a 6 year program, the children graduate at the age of 12 years, at this point, the students are given admission into the secondary school where they will have to spend 3 years in junior secondary school and 3 years in senior secondary school. At 12 years, an average Nigerian child should be in secondary school, and after spending 6 years at this point, the child is 18 years old and ready for the last stage in the 6-3-3-4 education system in Nigeria, which is higher education (Birabil & Ogeh, 2020). The age range with which students navigate their education in Nigeria is not cast on stone as it largely depends on the capacity of the individual students, family background, while some children start school early, some start late (Birabil & Ogeh, 2020).

Nigeria's education is designed to ensure that, before a student moves from one level of education to another, there is an external examination to be written by the student in order to ascertain their level of knowledge in preparation for the next phase of education, and these examinations are conducted from primary school to the point of

entry into higher education. The primary leaving certificate examination is a pathway to secondary school, and the Senior School Certificate Examination, conducted by the West African Examination Council, National Business and Technical Examination Board and National Examination Council assess students in preparation for higher education (Birabil & Ogeh, 2020). Higher education includes university education, college of education, polytechnics and monotechnics (one program institutions) have been established for manpower and intellectual development in Nigeria (Birabil & Ogeh, 2020; Otonko, 2012). Universities in Nigeria are run by the Federal, State and private individuals, and they offer at least 4-year programs, which could be more depending on the program of study. The universities offer Professional programs, Bachelor's degrees, master's and PhD programs (Birabil & Ogeh, 2020). Colleges of education institutions were established to train teachers for a period of three years. Some of them have started awarding degrees like the universities, meanwhile, the Polytechnic education was established to train middle level man power and vocational skills in different areas of specialization. Polytechnic programs are in two phases: National Diploma and Higher National Diploma (Birabil & Ogeh, 2020). The National Diploma program is designed for two years with a 1year industrial training, which enables a National Diploma graduate to return for a Higher National Diploma, depending on the National Diploma GPA. A graduate with a pass grade does two years of industrial training before returning for the Higher National Diploma. There are monotechnic institutions like the health technology, the college of agriculture, national teacher institute (Birabil & Ogeh, 2020). Higher education in Nigeria has led to the development of Nigerians into sound and effective citizens who have been excellent in demonstrating their expertise in their chosen careers (Otonko, 2012).

### **3. The LIE Policy**

Nigeria is a multi-ethnic nation with over 460 languages spoken across the country (Ajape & Ademowo, 2016; Taiwo, 2009; Olagoke, 2016). Having an indigenous national language is a huge task in an environment such as Nigeria's, and adopting one of the indigenous languages as a language of instruction will create rivalry among the users of the various languages (Olagoke, 2016). This has largely informed the dominance of the English language as a national language and a language of instruction across educational institutions, which is also used in conducting government affairs across Nigeria (Ajape & Ademowo, 2016; Danladi, 2013; Olagoke, 2016; Taiwo, 2009). The British bequeathed the English language to Nigeria upon colonization and the language has been a vehicle of unity in the country, which is heterogeneous in culture and language (Ajape & Ademowo, 2016; Danladi, 2013; Taiwo, 2009). In order to bridge the gap that exists as a result of the multi ethnic nature of Nigeria, the English language became the default language as the Lingua Franca of the country. However, the National Policy on Education advocates the use of the LIE, which is also referred to as the mother tongue, to be taught and used as a medium of instruction in the first three years of primary education in

Nigeria, while the English language is used as a medium of instruction from the fourth year. NPE (2004):

*“The government appreciates the importance of language as a means of promoting social interaction and national cohesion, and preserving cultures. Thus, every child shall learn the language of the immediate environment. Further, in the interest of National unity, it is expedient that every child shall be required to learn one of the three Nigerian languages: Hausa, Igbo and Yoruba. For smooth interaction with our neighbours. It is desirable for every Nigerian to speak French: Accordingly, French shall be the second official language in Nigeria, and it shall be compulsory in primary and junior secondary schools... The medium of instruction in the primary school shall be the language of the environment for the first three years. During this period, English shall be taught as a subject. From the fourth year, English shall progressively be used as a medium of instruction, and the language of the immediate environment and French shall be taught as subjects” (p. 5).*

The Nigerian government envisaged that the use of indigenous languages would foster the peaceful coexistence of Nigerians and help preserve the cultural heritage of Nigeria while advancing the cognitive capacity of primary school students taught in the indigenous languages (Olagoke, 2016). The indigenous languages in Nigeria, or the mother tongue, or the LIE has been described as the only language that allows an individual to fully express themselves.

Catoh and Amos (2019) stated that:

*“The mother-tongue of the child or the language of the immediate environment is the language that a child acquires at birth and finds it easy to articulate his feelings, emotions and desires. No other language can best express the child’s feelings, emotions and desires like the mother-tongue at that developmental stage of the child; not even the English language.” (p. 9)*

The LIE is a crucial medium of effective communication for the child, especially now that many indigenous languages are losing their originality while some are completely going extinct (Catoh & Amos, 2019). The National Policy on Education stipulates and advocates the use of the LIE in the first three years of primary education in Nigeria to protect the indigenous languages, promote the coexistence of Nigerians and preserve the culture of the Nigerian people. Also, the use of the LIE will enable users to express themselves with clarity (Catoh & Amos, 2019). This policy is an opportunity for Nigerian languages, especially the languages of the minority groups in the country, to be preserved from going into extinction, because when this happens, other important aspects of Nigerian culture will be lost.

Catoh and Amos (2019) observed that:

*“...if our mother-tongues die, then our nature dies with the languages. That means, virtually everything about the people’s culture, myth, legends, and worldview, especially the children, will be lost. Therefore, an urgent pragmatic and sustainable action should be taken to revitalize, document and preserve our mother-tongues.” (p. 11)*

As a multi-lingual country with more than 460 languages, Nigeria has three major languages out of which one is expected to be learned by every child. The three major languages are spoken by the Igbo, Yoruba and Hausa people (Adegbija, 2004; Catoh & Amos, 2019). Language is an important part of human existence, the advocacy by Nigeria to ensure that every Nigerian child acquires two indigenous languages in school. The linguistic diversity of Nigeria poses a challenge to a nationally recognized language which can effectively help Nigerians to express themselves, instead of the English language, which cannot completely capture the feelings of the people (Catoh & Amos, 2019). The issues surrounding languages can be volatile, particularly in a linguistically diverse country like Nigeria, making it difficult for a national language to emerge from one of the existing indigenous languages (Adegbija, 2004).

#### **4. Merits of the LIE**

Governments all over the world constantly seek the best ways to educate their citizens. This quest motivates governments to formulate policies to develop all sectors. The LIE policy is one of such policies to improve Nigeria’s education sector in the first three years (NPE, 2004). The policy, as enshrined in the country’s National Policy on Education, is for the preservation of cultures and social interaction of school children in their first three years of primary education. The policy can also benefit the cognitive domain of children.

#### **5. Cognitive Enhancement**

The development of students is always at the center of all education activities all over the world, including Nigeria. The LIE has been observed to enhance the cognitive abilities of students; that is, it helps students to understand, internalize, enhance critical thinking and the ability to regurgitate the concepts that have been learned using the mother tongue (Catoh & Amos, 2019). A child who has been taught in the LIE is not alienated from their learning environment because, in the first three years of their education, they feel at home with what they have to learn. This gives such students a sense of belonging in that their language, which is a medium of identity, is being used to teach them (Catoh & Amos, 2019).

Mbah (2012) noted that:

*“Another important role of the mother tongue is in the easing of learning difficulties of the child. The Ife Six-Year Project has amply demonstrated that teaching and learning is easier conducted in the mother tongue than in any other language. In the project, the pupils were*

*divided into two groups, namely the control and the experimental groups. The experimental group was taught every subject in English. In the final examinations, it was discovered that the students who were taught in Yoruba performed better in all the subjects except English than the students taught in English.”* (p. 51)

Scholars believe that a child who has been taught in the LIE has the capacity to remember what they have learned, especially being able to interpret such concepts in their own language (Olabode & David, 2023). Olabode and David (2023) stated that *“the language of the immediate environment of a child is of great value because through adequate knowledge of home language, they learn some technical skills that can help them in the acquisition of other languages; the acquired skills go alongside them into the formal school system”* (p. 71).

The LIE has been identified as capable of enhancing the speaking skills of students who have had their education instructions in their mother tongue. The opportunity to be taught in the LIE encourages the student to be interested in the learning process because the students have a sense of belonging with the use of the mother tongue in the classroom. The use of a child’s language environment gives the child the opportunity to speak and develop fluency in the language (Olabode & David, 2023). Olagoke (2016) observed that *“instruction in the indigenous language could help the child to comprehend the scientific concepts easily because of the familiarity with the concepts and vocabularies”* (p. 57). Students who are exposed to the English language in their early education might not have the courage to communicate in English due to the fear of making grammatical errors. The fear of making a mistake can isolate a student from speaking the English language in the gathering of other students, but students are confident in speaking their mother tongue because of the competence that they have developed in the language (Olabode & David, 2023). The LIE has been accepted to help children develop self-esteem and confidence in expressing themselves and develop good cognition in understanding concepts (Mbah, 2012).

## **6. Preservation of Culture**

Language is a powerful vehicle which is used to transmit the culture of a people from one generation to another. With this in mind, the role of language cannot be ignored in a society that intends to preserve its culture for generations yet unborn (Obiegbu, 2016). Obiegbu (2016) described culture as *“the totality of ways and manners people live their lives and be able to make sense of their existence”* (p. 69). Every community has a set of rules that govern the way it conducts itself; therefore, there is no society that exists without culture, which has been handed down from generation to generation by the progenitors of such a society (Obiegbu, 2016). The cultural heritage of a people is particularly found in their dressing, language, religion, social values, marriage, and food (Lambu, 2020). Culture is an inseparable part of human existence, and it is demonstrated and maintained wholly through language (Obiegbu, 2016). The indispensable role of language in the preservation of culture informed the Nigerian government's emphasis on the need for

the LIE to be used as a medium of instruction in Nigeria's primary schools across the country in the first three years of primary education in Nigeria (NPF, 2004).

Obiegbu (2016) concluded that *"language serves as an expression of culture without being entirely synonymous with it. In most cases, a language forms the basis for ethnic, regional, national or international identity"* (p. 70). Cato and Amos (2019) again, stated that *"languages are the creations and vectors of tradition. They support cultural identity and are an essential part of a community's heritage"* (p. 11). So, the aim of the National Policy on Education is to ensure that children who are in primary schools in Nigeria learn in their mother tongues to preserve the cultures of the communities in the country and to also ensure that the minority languages do not die considering the influence of the English language which serves as the official language in Nigeria (Cato & Amos, 2019). The policy of the LIE is a policy that deliberately sets out to address the dominance of the English language at the level of primary education and enhance cultural preservation and social interaction in addition; scholars have observed that the policy helps the cognitive development of a child, ensures the confidence, and builds a sense of belonging in speakers if it is fully implemented (Cato & Amos, 2019; Mba, 2012; Olabode & David, 2023; Olagoke, 2016).

## **7. Social Interaction**

Languages play a vital role in the affairs of humans. Emeka-Nwobia (2015) believed that language makes us human because language cannot be separated from the activities of human beings. Every language spoken has a purpose to achieve. Therefore, language is not used by speakers in a vacuum. Language is useful for the existence and interaction of people to pass information from one person to another (Emeka-Nwobia, 2015). Emeka-Nwobia (2015) further stated that *"language provides a means of accessing our thoughts. It provides a means of showing social relations, coding, and decoding, recoding and recording information"* (p. 113).

The use of language as a vehicle to facilitate social interaction and relations is well documented in the National Policy on Education (2004), which is to help Nigerians have a sense of belonging in their communities. So, in order to avoid generational gap, there is need to use the language of the immediate environment as a medium of instruction to help the younger generation of Nigerians have a good understanding of the mother tongue so that they can communicate fluently with the older generation and to also share their thoughts without ambiguity (Cato & Amos, 2019; Emeka-Nwobia, 2015; Olabode & David, 2023; Olagoke, 2019). If adequate care is not taken, the minority languages are likely not to survive the dominance of the English language and the scarce use of the indigenous languages by younger people in Nigeria. It is so evident that Nigerian languages now loan words from the English language and integrate such words into the indigenous languages in Nigeria, for instance, the Etuno language spoken by the people of Igarra in Akoko-Edo LGA of Edo State in Nigeria, a word like: Cup in English is called kupu, and fan is called ifan (Obiegbu, 2016).

## 8. Challenges of the LIE

However good the policy of the LIE might be, it comes with challenges, making it difficult for teachers and schools to adopt and implement. Many teachers cannot read or write in their indigenous languages, which should be used as a medium of instruction in primary 1 to 3 (Olagoke, 2016). Teachers who do not have the right disposition toward the home language are most likely not to be able to use these languages, and this attitude may discourage students who should be taught by these teachers using the LIE in which the teacher lacks competence. For the success of the policy, teachers' attitude must be positive toward the use of the mother tongue because it has been observed that teachers' right attitude toward the LIE policy may motivate students' interests in the LIE and assimilating concepts that are taught in such a language (Olagoke, 2016). The interest in the use of indigenous languages in Nigeria is constantly on the decline as a result of the dominance of the English language and the convenience in the use of the English language to communicate in the daily interaction of Nigerians and its adoption as the language of instruction in schools (Ademowo & Ajepe, 2016; Cato & Amos, 2019; Obiegbo, 2016). As a result of the dominance of the English language in Nigeria's linguistic environment, the indigenous languages are relegated to the background amongst teachers and students because the students have never been taught in the indigenous languages and the teachers who should teach the students were never taught in the LIE and the lack of standard orthography of some of these languages is a huge challenge (Olajoke & Oluwapelumi, 2018).

Ugwu and Ogunremi (2019) observed that one of the reasons Nigerians prefer the use of the English language as a medium of instruction in violation of the National Policy on Education which stipulates the use of the home language as a medium of instruction in the first three years of primary education in Nigeria *"is that English language is seen as the language of the elites, and therefore, proficiency in it is considered the road to upward mobility"* (p. 54). If the social mobility of individuals is contingent on their fluency in the use of a certain language, they will gravitate toward such a language. The establishment of private primary schools in Nigeria is unprecedented, and these schools place a strong emphasis on the use of English as the medium of instruction to attract influential and wealthy elites who want their wards to learn in English. Unfortunately, this has rendered the policy powerless and unimplemented by all and sundry in Nigeria (Ugwu & Oluwapelumi, 2018).

Ugwu & Oluwapelumi (2018) have blamed the lack of implementation of the language policy on the government:

*"Since the government has failed to deliver quality education, the private school administrators and elite parents are now the key players. They have literally hijacked the language policy and turned both the weaknesses in it and the indifference of the government to their own economic advantage, while the makers and owners of the NPE are standing aside as a stunned audience."* (p. 54)

Another prominent challenge to the use of the language of the immediate environment is that the students to be taught with home languages are linguistically diverse. The students do not all speak the same language. This is because Nigeria is a multi-lingual and multi ethnic country, and people move from one place to settle in another in search of better opportunities (Sam & Tsaure, 2024). Apart from having students move from one linguistic environment to another different from theirs, teachers also move from their environment to another and in communities or states like Edo State where there is no existence of a single indigenous language that is used across the state, there is the challenge of getting teachers to teach students in the indigenous languages which have no standard orthographies even though scholars believe that it is important to teach primary 1 to 3 students using Nigeria's indigenous languages for better assimilation and of concepts (Cato & Amos, 2019; Mbah, 2012; Olabode & David, 2023; Olagoke, 2016).

## 9. Way Forward

Different scholars have argued that the language of the LIE policy is beneficial and should be encouraged (Cato & Amos, 2019; Mba, 2012; Olabode & David, 2023; Olagoke, 2016; Obiegbu, 2016). Since the policy of the language of the immediate environment has been adjudged to be good for the all-round development of the Nigerian child, what ways can it be better practiced irrespective of the challenges?

Jummai (2012) believed that for the LIE policy to be effectively practiced:

*“There is a need to develop a good language education program for the primary school level in Nigeria. This is because the effective functionality of the children in their educational or vocational pursuits is dependent on the solid foundation laid at the lower primary school. Teachers should jointly help the pupils to develop competence in the use of their language and that of the immediate environment of schooling. The government has to make adequate funds available for the provision of regular and intensive professional capacity development for classroom teachers in the Universal Basic Education.” (p. 760)*

While this advocacy is interesting, it does not completely address the problem because of the negative attitude many Nigerians have toward the indigenous languages, including teachers who should help primary school children develop competences in the languages. As a result of this attitude toward the indigenous languages, the languages are endangered daily and face extinction (Owojecho, 2020). So, if those with whom the LIE is entrusted loathe its use, then any effort by the government will not be successful. Owojecho (2020) noted that:

*“In present-day Nigeria, many parents (especially in urban environments) do not encourage the active use of their indigenous languages in carrying out social interaction within the home setting. This may also explain why many Nigerian parents, especially*

*those from elitist social-economic backgrounds, are proud to defend their children who are able to speak English, but fail to learn and use the mother tongue(s) of their parents (whether father or mother).” (p. 274)*

The general lack of interest in the use of the indigenous languages in the urban areas, which is also prevalent in the rural areas, will affect any effort to develop classroom teachers to use the LIE as a medium of instruction. I argue in line with (Jummai, 2012) that the orthographies of the indigenous languages used in Nigeria should be developed to make the languages fit for classroom use. The concern could also be how many languages will be developed with the multi-lingual nature of Nigeria. I argue that if the language of the immediate environment must be fully implemented, Nigeria must move from its state of underdevelopment to development to encourage teacher retention, and the teaching profession should be professionalized and highly incentivized to the extent that teachers prefer the teaching job to other jobs considered to be more lucrative than teaching. Teacher attrition can be a serious factor in a bid to achieving the aim of the National Policy on Education. Teachers should not only be made to stay through incentives, but those who teach primary 1 to 3 should have special remuneration and other attractive incentives to encourage them in the language policy (Olagbaju & Akinsowon, 2014).

Developing the country might not only reduce the tide of immigration and teacher attrition, but it might also help reduce the movement of parents who move with their children, who may have understood the language of the previous place of abode and will now have to acquire a new language if they have to move into a different linguistic environment within Nigeria. The language policy needs a multidimensional approach to address it. A more radical approach might be to develop a Nigerian language to be used as the official language. This approach will solve the myriads of challenges confronting the LIE policy, but which language will be developed and which will not? What will be the rationale behind choosing one above another when there is constant suspicion in the country amongst the ethnic groups (Danladi, 2013; Ogunmodimu, 2015)? It might help Nigeria to formulate a policy to make it compulsory for students to pass (at credit level) the indigenous languages before they can be promoted to the next class. This can help stakeholders to be more committed to the teaching and learning of the indigenous languages in Nigeria.

## **10. Conclusion**

To know that schools do not practice the language policy in line with the National Policy on Education (2004) is disheartening, having come to the knowledge that it is a good policy that will contribute to the development of the country in no small way. The government should review its position concerning the policy and fine-tune strategies on how best it can be rejuvenated and allowed to be used in schools. The implementation of the policy should be monitored with deliberate effort by the government to ensure its

success. Dissidents should be disciplined, including government officials who might work against the policy through their actions or inactions. Nigeria is not deficient in policies, but corruption, lack of political will and lack of expertise have been the bane of policy implementation in the country.

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### **Conflict of Interest Statement**

The author declares no conflicts of interest.

### **About the Author**

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