

**REVUE INTERNATIONALE DE LITTERATURE
ET DE LINGUISTIQUE APPLIQUEES (RILLA)**



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**Sous la direction du :
Pr Taofiki KOUMAKPAÏ &
Pr Cyriaque C. S. AHODEKON**



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LIGNE EDITORIALE ET DOMAINES DE RECHERCHE

1. LIGNE EDITORIALE

La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA) est une revue scientifique spécialisée en lettres et langues. Les articles que nous publions sur les lettres et langues peuvent être écrits en français, en anglais, en allemand, en espagnol et en yoruba. Ces articles sont reçus au secrétariat du comité de rédaction de la revue et envoyés en évaluation. Ceux qui ont reçu des avis favorables sont sélectionnés pour une réévaluation par les membres du comité scientifique en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Après les travaux préliminaires du secrétariat, le spécimen du numéro à publier est envoyé au comité scientifique de lecture pour des corrections éventuelles et la vérification de la conformité des articles aux normes de publication de la revue.

Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

➤ **La taille des articles**

Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Time New Roman.

➤ **Ordre logique du texte**

- Un TITRE en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- Un Résumé fait dans la langue de publication (50 à 200 mots maximum') ;
Les mots clés (03 à 05 mots) font partie du résumé ;
- Un résumé en anglais ou en français selon la langue d'écriture de l'article. Le second résumé ou abstract est juste la traduction du premier résumé. Il est aussi fait de mots clés exactement comme dans le premier cas ;
- Introduction ;
- Développement ;

Les articulations du développement du texte doivent être titrées et / ou sous titrées ainsi :

➤ Pour le **Titre** de la première section et sous-section

1. Pour le titre de la première section

1.1. Pour le titre de la première sous-section

1.2. Pour le titre de la deuxième sous-section de la première section etc.

➤ Pour le **Titre** de la deuxième section

2. Pour le titre de la deuxième section

2.1. Pour le titre de la première sous-section de la deuxième section

2.2. Pour le titre de la deuxième sous-section de la deuxième section etc.

➤ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la recherche

➤ **Bibliographie**

Les sources consultées et / ou citées doivent figurer dans une rubrique, en fin de texte, intitulé :

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Pour un article : Nom, Prénoms (ou initiaux), "Titre de l'article" (entre griffes) suivi de in, Titre de la revue (*en italique*), Volume, Numéro, Lieu d'édition, Editions, Année d'édition, Indication des pages occupées par l'article dans la revue.

Les rapports et des documents inédits mais d'intérêt scientifique peuvent être cités.

- **La présentation des notes**

- La rédaction n'admet que des notes en bas de page. **Les notes en fin de texte ne sont pas tolérées.**
- Les citations et les termes étrangers sont en italique et entre guillemets « ».
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- La revue RILLA s'interdit le soulignement.
- Les références bibliographiques en bas de page se présentent de la manière suivant :

Prénoms (on peut les abréger par leurs initiaux) et nom de l'auteur, Titre de l'ouvrage, (s'il s'agit d'un livre) ou "Titre de l'article", Nom de la revue, Vol, N°, Lieu d'édition, Editions, Année d'édition, n° de page.

Le système de référence par année à l'intérieur du texte est également toléré.

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Les avis et opinions scientifiques émis dans les articles n'engagent que leurs propres auteurs. Les textes non publiés ne sont pas retournés.

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2. DOMAINE DE RECHERCHE

La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est un instrument au service des chercheurs qui s'intéressent à la publication d'articles et de comptes rendus de recherches approfondies dans les domaines ci-après :

- **lettres** : littératures, grammaire et stylistique des langues françaises, anglaises, allemandes, espagnoles et yoruba ;
- **langues** : linguistique, didactique des langues, traduction, interprétation des langues, civilisations françaises et anglaises ;
- **sujets généraux d'intérêts vitaux** pour le développement des études en lettres et langues françaises, anglaises, allemandes, espagnoles et yoruba.

Au total, la Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) se veut le lieu de rencontre et de dissémination de nouvelles idées et opinions savantes dans les domaines ci-dessus cités.

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La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux chercheurs des institutions universitaires de recherche et enseignants-chercheurs des universités, instituts universitaires, centres universitaires et grandes écoles.

L'objectif du lancement de cette revue dont nous sommes à la dixième publication est de permettre aux collègues chercheurs et enseignants-chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche.

Le comité scientifique de lecture de la RILLA est présidé par le Pr Akanni Mamoud IGUE. Ce comité compte sept membres qui sont tous des Professeurs Titulaires. Aussi voudrions-nous informer les lecteurs de la RILLA, qu'elle devient multilingue avec des articles rédigés aussi bien en français, en anglais, en allemand, en espagnol qu'en yoruba.

Pr Taofiki KOUMAKPAÏ

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ENSURING NIGERIAN STUDENTS' INCREASED ENGLISH LANGUAGE PROFICIENCY; MOTHER-TONGUE-BASED MULTILINGUAL EARLY EDUCATION AS FACILITATOR

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Abstract

Nigeria, with about 180 million people and about 527 languages, is one of the most heterogeneous and multilingual countries of the world. This could be mistaken as a major cause of the country's inability to produce a comprehensive and compact language policy and government's failure to implement her "effeminate" language policy in education. This study proves with examples from nations that have successfully implemented clear-cut multilingual policies in education, that lack of political will, but not the multilingual nature of the country, is responsible for Nigeria's problem. Existing literature shows that the multiplicity of languages can be a great blessing in the mastery of the English language, which is one of the most enduring colonial legacies. Making reference to the positive results of the

popular Ife Six-Year Yoruba Project and evidence from other climes, this study concludes that the straight-for-English practice of many homes and elementary schools in Nigeria is a major cause of the mass failure in English examinations that has almost become the norm with Nigerian students. Measures for ensuring strict compliance with the stipulated of indigenous-language-based multilingual primary education are suggested.

Keywords: mother tongue based multilingual education; language policy; Limited English Proficiency; elementary education; stable bilingualism

Résumé

Le Nigeria avec environ 180 million d'habitants avec environ 527 langues, est l'une des pays les plus hétérogènes et multilingues du monde. Ceci peut être vu comme étant une cause majeure de l'incapacité du pays de produire une politique de langues compréhensive et condensée et l'échec du gouvernement de mettre en œuvre sa politique de langues "efféminé" en éducation. Cette étude avec les exemples des nations qui ont fait une mise

en' œuvre avec succès de politique claire et bien menée prouve que les politiques multilingues mis en place en éducation ne manque pas de volonté politique, mais plutôt la nature multilingue du pays est à la base du problème du Nigeria. La littérature existante montre que la multiplicité des langues peut être un grand bienfait dans la maîtrise de la langue anglaise qui est l'un des lois coloniales les plus durables. Eu se référant aux résultats positifs du projet Yoruba de six ans d' Ife et l'évidence apportée d'autres climats. Cette étude conclue que la pratique directe de l'anglais de plusieurs maisons et écoles élémentaires au Nigeria est une cause majeure de l'échec dans les examens en anglais est presque devenu la norme pour les étudiants Nigériens. Les mesures pour assurer une adhésion stricte de l'éducation primaire multilingue basée sur la langue indigène stipulée sont suggérées.

Mots clés : Langue maternelle basée sur l'éducation multilingue, politique de langues, maîtrise limitée de l'anglais, éducation élémentaire, bilinguisme stable.

Introduction

The mastery of the English language is undoubtedly a sure ticket to academic excellence, career prominence, political exaltation, international relevance, technological advancement and numerous other privileges for a typical Nigerian. It is the language of school instruction from the end of the third year in the primary school throughout university education, the language of governance, commerce, international trade, science and technology, social prestige and international relations. This is testified to by many authors (NERDC, 2004; Osisanwo, 2005; Ball, 2011). It is the most prominent language of wider communication in the world (Gorter, Cenoz, Nunes, Riganti, Onofri, Puzzo, and Sachdeva, 2012). Consequently, high proficiency in the language is demanded of every Nigerian who desires to be relevant in the scheme of things at the local, national and international levels. The premium placed on the teaching and learning of the English language in Nigeria can also be justified with Rajab's (2013) observation that the teaching of English as a second language is a priority in many countries worldwide, including Arab countries, because it

is the language of international communication, the lingua franca of trading, media, politics and academia.

To help Nigerians to master this all-important language and also test people's mastery in schools, English Language as a school subject is assigned a prominent position among all other schools subjects. A credit pass in a senior secondary certificate examination organised by either the West African Examination Council (WAEC) or the National Examination Council (NECO) is compulsory for any student seeking admission to a tertiary institution in Nigeria. It is also a compulsory subject to be taken by every candidate of the Unified Tertiary Matriculation Examination. No student can graduate from any course of study from any Nigerian university without a pass in General Use of English. All these stipulations and efforts to help students master the English language are justified by the fact that students' grasp of learning contents of all other subjects depend largely on their proficiency in the language of school instruction, which is English (Fakeye and Ogunsiji, 2009).

However, students' performance in English Language at all levels in the country has been a story of

perennial failure (Ayodele, 2001; Kolawole and Olatunji, 2006; Adekola, 2007; Faniran and Olatunji, 2011). A lot of research efforts have gone into identifying the causes of as well as solutions to the problem (Kolawole, 1998; Adegbile and Alabi, 2011; Atanda and Jaiyeoba, 2011). Despite the sharp improvement in performance recorded in the May/June 2016 edition of the West African Examination Council-organised senior secondary certificate examination, it is still obvious that all is not well concerning candidates' mastery of the language because the highest success rate is still 38.68% credit level passes.

The major preoccupation of the current study is to expose the significant contribution that a seemingly unconnected factor makes to the failure story. The generally overlooked factor is the widespread neglect of Nigerian indigenous languages in the informal upbringing as well as initial formal education of children in the country. What is most worrisome is that the Nigerian government took cognizance of the invaluable benefits of early education in indigenous languages while formulating the policy regarding language in education and language for education but the same government has obviously gone

to sleep after making necessary pronouncements. There is evidence of little or no efforts at implementation and monitoring from Government.

Nigeria's Mother Tongue Based Multilingual Policy in Education

The language-in-education policy in the National Policy in Education (FGN, 2004) stipulates that:

1. Every child shall learn the language of the immediate environment. Furthermore, 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; and
2. French shall be the second official language in Nigeria and it shall be compulsory in primary and junior secondary schools but Non-Vocational Elective at the Senior Secondary School (p.5); and
3. The medium of instruction in the primary school shall be the language of environment for the first three years. During this period, English shall be taught as a subject; and

4. From the fourth year, English shall be used as a medium of instruction and the language of the immediate environment and French shall be taught as subjects (pp. 10 & 11)

In Section 19(b), Arabic is included in the list of languages to be taught at the primary education level. All these show that the language policy for the primary school level is that of mother tongue based multilingualism. According to 1 above, each child is to learn his/her own indigenous language and any other Nigerian indigenous language. The teaching of French, according to 2, is a compulsory subject at the primary school level and the junior secondary. One of the most salient implications of 3 and 4 is that the use of the language of the immediate environment for school instruction may continue till the end of the primary school because the transition to the use of English from the fourth year is to be gradual but not abrupt. It is even noteworthy that the government, perhaps better convinced about the inevitability of mother tongue based early education, has extended the duration of the use of indigenous languages for school instruction to the end

of the fourth year of primary school education in the latest edition of the National Policy on Education (NERDC, 2013).

Many scholars, including Oyetade (2015) and Kolawole (2016), have strongly advocated absolute compliance with the stipulation of the National Policy on Education that a child's mother tongue or the dominant language of the school's immediate environment must be used for school instruction from the pre-primary through the third year of primary school education. It is also worthy of note that this policy statement is not just a result of any mere personal opinion but a logical conclusion from a good number of inquiries and practical experiments.

The language policy for the pre-primary and primary education level implies a multilingual approach to education. It is not surprising, for obvious reasons, that there are harsh criticisms of this policy as well as the internationally acclaimed Ife Six-Year Yoruba Project which is one of the most prominent precursors to the government white paper. As observed by Treffgarne (1981), research that makes profound discoveries and educated recommendations on language in education has

often received inadequate attention. Thus, many problems related to language policies and their implementations have remained knotty. Results from quite a number of countries practising multilingual education policies up to the post-primary level have, however, shown that it is a worthwhile venture. These shall be discussed in the appropriate section of this article.

Compliance Rate and Effects on Students' English Language Proficiency

Compliance with the language policy at the pre-primary and primary education level in Nigerian schools has been variously reported extremely low (Olatunji, 2013; Oyeyemi, 2014). The most unrepentant culprits of this blatant disregard for government stipulation have been private nursery and primary schools (Awolere, Onyekwere and Ogunyemi, 2015). The most important reason found for the straight-for-English practice of the schools is hinged on the economic theory of demand and supply. Most parents, the semi-literate and the stark illiterate inclusive, demand schools that prohibit the use of indigenous languages but religiously promote the English

language exclusively. Because the school owners are profit motivated entrepreneurs, they just have to position their schools for massive patronage by yielding to the linguistic demands of parents.

It is logical to assert that the desire to overcome the problem of limited proficiency in English is what prompts many families to opt for the practice of raising their children with the English language. Such families, many of which are not very buoyant financially, also send their children to schools that defy the policy stipulation that the use of English as language of instruction should be introduced progressively as from the end of the third year of primary education (Adebayo, 2009). Such private schools have defiantly adopted the straight-for-English practice in which all schools activities are carried out through the medium of the English language right from the pre-primary school level.

It is, however, noteworthy that the straight-for-English practice of many Nigerian schools as well as the early Anglicisation preferences of the homes patronizing them have been widely condemned as aggravating the problem of Limited English Proficiency rather than solve

it. The school teachers as well as the significant others that the Nigerian child is surrounded with at home are all incapacitated to varying degrees by linguistic deficiencies imposed on them by the inevitable as well as the avoidable circumstances of their second language situation. When their teachers with faltering English and parents who are at the struggling level of English language learning strive to teach concepts that they themselves lack linguistic facilities to comprehend or explain, the children learning from them are put in a pitiable state of confusion and misconception.

Fafunwa (1974) thus observes that the primary school in Africa is confronted by various peculiar problems that are unheard of in Europe and America. This can be explained with the observation in a UNESCO report that Africa is the only continent where the majority of children receive early schooling through the medium of foreign languages (Ouane and Glanz, 2010). For example, a Nigerian child who has never been to Europe or America cannot learn such expressions as “white as snow” or “as cunning as a fox” because he or she would rather be at home with “white as cotton wool” or “as cunning as the

tortoise” because the latter are those readily available in his or her authentic cultural repository. The child has never seen snow. Similarly, the tortoise is the emblem of cunning in most African folklores.

Dema and Moeller (2012) acknowledge that many research findings have revealed when classroom activities are contextually at variance with learners’ real life out-of-classroom experience, the mastery of L2 is impeded. The fact that English has a second language status in Nigeria remains undeniable though many families in the urban areas strive to make it first language in their homes. The deficiency imposed on most parents and significant others by their realities of second language status in English makes them inadequate models to their children as far the English language is concerned. Therefore, the English language is invariably the children’s L2 which cannot be well mastered while the children’s dominant culture presents different stimuli. If children’s thought patterns and worldviews are solidified with early education in their indigenous languages and there is no artificially orchestrated distortion of the link between language and culture which Brown (2007) describes as inextricable, a

smooth transition into second language (English) learning or acquisition can then be expected. This is a sure way of protect the children from becoming linguistically marginalized; neither here nor there as far as linguistic and cultural maturity is concerned.

Since a great volume of research efforts in the area of teaching culture has revealed a consistently close relatedness between language and culture (Dema & Moeller, 2012) and not even a near-perfect imitation of the English culture can be obtained in Nigeria, it is then unrealistic to expect Nigerian children to have the required head start in the English language by sampling plunging them into the language. The frontline nationalists that secured independence for Nigeria through their undeniable mastery of the English language did not grow up in an environment of forced Anglicisation but in the days in which indigenous languages were used to teach all subjects in the first three years of education and the teaching of the English alphabet was delayed until the third year of elementary education. The wide gap in English proficiency in favour of the pre-independence students shows how much damage is being done to the

present-day child's foundations of the learning of the English language.

On the other hand, if a child receives early education in the mother tongue, the language in which both teachers and parents are proficient, such a child enjoys the immense benefits masterly exposition on concepts and culturally relevant materials. Such a child would have had a considerable grasp of concepts through the mother tongue, a condition that can then aid concept mastery in the English language. The widely reported high proficiency in English exhibited by the pre-independence Nigerian students and the years preceding the early Anglicisation fad proves this.

Prospects of a Mother Tongue Based Multilingual Education Policy for Mastery of the English Language

Akinnaso (1993) acknowledges that many experiments, like the Ife Six-Year Yoruba Project, have succeeded in proving the significant benefits of early literacy in mother tongues but goes further to assert that there are extra-linguistic variables that must be accorded much attention if a mother tongue education is not to be in

futility. It is, therefore, with an attitude of balanced judgment that the prospects of a mother tongue based multilingual early education in the current discourse shall be expatiated. So, the submission here is that all other things being equal, there is significant comparative advantage of educating young ones through the medium of their first languages.

Advocacy for multilingual policy in education at least up to the end of the secondary level has been variously justified with a number of far-reaching benefits attached. Paradowski (2010) describes multilingualism is natural to every normal human. Rather, it is monolingual speakers that are products abnormal and artificially imposed environmental factors because two languages are as normal as possession of two lungs.

One lesson deducible from Paradowski's (2010) observation is that if multilingualism is natural but monolingualism is an aberration occasioned by environmental abnormalities, then it is criminal and unjust for any government to overtly or covertly kill any language (indigenous Nigerian language) in promoting a universally prestigious language (English). Secondly, the

promotion of Nigerian languages cannot hinder pupils/students' mastery of the English language. Thirdly, bilingualism/multilingualism makes a typical Nigerian a complete citizen of the world with adequate respiratory mechanism (lungs) and thus improved tools for living in this era of globalisation. So, the onus is on Nigerian education policy makers and implementers to do all that is necessary to encourage proper learning of both indigenous languages and the English language. This is because, according to Paradowski's (2010) conclusion from a review of relevant literature, the benefits of multilingualism transcend the linguistic compartment of the beneficiary's life to the cognitive, social, personal, academic, and professional domains.

When a mother tongue based multilingual policy in education is faithfully operated in a country and thereby allowing children's first languages to be used at school, the children will be positioned to display high level mastery of all learning contents, second and foreign languages inclusive. The opposite will also be true where children's indigenous languages are not employed as medium of education (Bender, Dutcher, Klaus, Shore &

Tesar, 2005). Thus, the use of as many indigenous languages for children's education from pre-primary through secondary school education as appropriate in as many places will have tremendous positive effects on the learning of other school subjects, including English Language.

Very instructive is the fact that the monitoring of the participants in the popular Ife Six-Year Yoruba Programme through university shows that the members of the experimental group taught all subjects through the medium of Yoruba excelled their English-medium counterparts in English Language and the former were even described as "stable bilinguals" (Awoniyi, 1980). Thus, it is logical to conclude that today's Nigerian students can become stable bilinguals, if they are offered early education in their indigenous languages both at home and school while the teaching of the English language is restricted to the formal school language status until the children's readiness for school instruction in English is unmistakable. It can be observed that candidates performance in English Language, and consequently in all other school subjects, has declined as rapidly as the

practice of self-Anglicisation spreads, and this is not mere coincidence.

Challenges to Multilingual Education Policy and the Ways Out: Ensuring Complete Compliance with the Nigerian Language Policy in Education

Since mother tongue education (MTE) as a subject of rigorous debate has defied the dichotomy of developed and developing countries for over half a century, and its importance in educational systems, especially in the foundational years, has not been disputed (Mwaniki, 2014), any educational system that fails to encourage it does so at its own peril and that of its coming generations. The Nigerian government has a lesson to learn from her Welsh counterpart that, according to Lloyd-Williams and Thomas (2013), operates a Welsh-English bilingual policy that places prominence on the development and maintenance of Welsh which is the minority language.

One of the most terrible obstacles to mother tongue based multilingual education policy up to the end of the third year of primary school education as pointed out in literature is the government's lip service to the

implementation of the policy. The government's lack of interest which is noticeable from the use of some escapist phraseologies that fails to specify who should make some provisions and exact manners of implementation (Emenanjo, 1998) also manifests in the absence of efforts at supplying schools with teachers that are skilled in this form of education, and non-availability of monitoring mechanisms to ensure that all schools at that level of education comply.

Equally devastating is the generally held misconception that good spoken English is tantamount to sound education (Robinson, 2006). This is what makes an embarrassingly large percentage of the adult population strive against all odds to enroll their children in English-only schools right from the pre-primary level. To further strengthen this unprofitable cause, many Nigerian homes have adopted English as home language, even where the parents and relatives can speak only faltering English, thus offering extremely and almost irredeemably damaged foundations for proper learning of correct English to the children.

The typical Nigerian child is faced with a serious problem as far as mastery of the English language is concerned because, firstly, he or she is immersed in faulty expressions in English by semi-literate parents who do not possess the proficiency needed to pass an examination in the language at the Ordinary Level through honest means. The child is also pushed prematurely into pre-primary schools that forbid the speaking or teaching of any indigenous Nigerian language but parading mostly teachers that are yet to make the last credit (C6) required for admission into tertiary institutions or gained admission with the required minimum grade without any evidence of having honestly earned such a grade.

Studies have shown that the process of unlearning earlier imbibed wrong ideas is much more tedious and uncertain than learning the right things anew because learning is a habit formation process as well as a product of such habit (Thomas, 2011; Hislop, Bosley & Holland, 2014). A child who has had poor English language models from a tender age at home and has had the same level of English expressions consistently reinforced by teachers suffering from Limited English Proficiency at school will

definitely have a hard time “offloading” the wrong learning to create mental space for “loading” the correct, if available at all.

Another challenge is how to attract enough teachers who are proficient enough in the indigenous languages to teach specialized subjects in such languages. But the Papua Guinean approach to this situation that proved effective can be imitated. The Papua Guinean government employed non-professional teachers for the elementary classes and offered 25% to 60% of what was paid professionally certified teachers. Such untrained teachers were then given ample opportunity and encouragement to upgrade through in-service education programmes (Klaus, 2003). The Nigerian government, too, employed a similar strategy successfully many years ago, though for a different purpose. Also, pre-service teacher education in various other subjects should then incorporate this indigenous language need.

The dearth of indigenous language medium books and instructional aids is another factor that can constitute a serious challenge to the implementation of the mother tongue based multilingual early education. But Olatunji’s

(2016) finding from a survey was that Nigerian authors who are bilingual usually opt to write in English because of comparative economic advantage based on the economic theory of demand and supply. This means as soon as there is an assurance of a good audience size and attendant economic benefits, many authors of English-medium materials would divert their skills to indigenous language promotion.

Conclusion

The current study has shown through interrogation of relevant findings and submissions from extant literature that extensive use of Nigerian indigenous languages at home and as media of primary school instruction in all subjects would contribute significantly to reverse the trend of mass failure in English Language that has become endemic among Nigerian students at all levels of education. This is contrary to the popularly held but erroneous opinion that drives too early introduction of English as medium of school instruction and widespread indiscriminate use of same as home language of many Nigerian families.

It was this realization that gave rise to what could be referred to as the language-in-education policy of the Nigerian government as stated in the National Policy on Education which stipulates that the progressive introduction of English as medium of instruction should not commence until the end of the third year of primary school. Nigerians, however, disregard this policy and thereby deny their children solid indigenous language foundation in conceptualization needed for smooth and rewarding second language learning.

There are factors that can militate against efforts to turn back in repentance to the policy stipulating mother tongue based multilingualism at the primary school. But there is none of them without at least an antidote. Everything now depends on the government's political will to see the policy strictly implemented to, among other benefits, help give children a good start in language development for better mastery of the English language in order to facilitate later school instruction in the language.

Recommendations

1. The government should wake up to its responsibility of providing for proper implementation of the language-in-education and language-for-education policy because failure to do so is self-indicting. It portrays the government as either condemning its own policy as senseless or exposing its own lack of political will to do what is good for the citizenry.
2. The government should send experts to understudy nations that have successfully implemented similar language policies. Home-based research efforts should also be encouraged so the peculiarities of the Nigerian situation may be factored into the implementation.
3. Incentives should be given to private nursery and primary schools that comply with the policy stipulation of early childhood education in the medium of indigenous language.
4. The various socio-cultural groups in the country should increase efforts at ensuring far-reaching

advocacy for the promotion of indigenous languages and cultures.

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