

LANGUAGE IDEOLOGIES AND ATTITUDES AS CHALLENGES OF THE NIGERIAN LANGUAGE OF INSTRUCTION POLICY

Olusegun Oladele Jegede
Lead City University, Ibadan, Nigeria

Abstract

This paper examines the role of language ideologies and attitudes in shaping language policy in Nigeria, specifically focusing on the challenges of the Nigerian language of instruction policy. The paper provides an overview of attitudes towards Nigerian languages, factors that influence attitudes towards Nigerian languages, and the implications of negative attitudes towards Nigerian languages. The paper also explores the ways in which language ideologies shape attitudes towards different languages and the impact of language ideologies on language policy in Nigeria. Furthermore, the paper discusses the challenges to the policy and the role of language ideologies and attitudes in shaping these challenges, as well as the implications of these challenges on the implementation of the policy. Finally, the paper presents strategies for addressing language ideologies and attitudes and the role of the government and educational institutions in promoting positive attitudes towards Nigerian languages. The implications of this study are significant for policymakers, educators, and researchers who are interested in language policy and planning in Nigeria and other contexts where language policies face challenges.

Keywords: *Language ideologies, language attitudes, language policy, language of instruction, Nigerian Languages*

Corresponding Author
Olusegun Oladele Jegede
Lead City University, Ibadan, Nigeria
jegade.olusegun@lcu.edu.ng

Introduction

Jegede (2015) notes that language is a fundamental aspect of human communication, culture, and identity as it plays a critical role in shaping our perceptions, attitudes, and behavior. In Nigeria, as in many other countries around the world, language policy is a complex and highly contested issue (Jegede, Yusuf, & Aliyu, 2024). The Nigerian language of instruction policy, for instance, has been a topic of debate and controversy for many years (Bamgbose, 1991; Adegbite, 2013; Adedokun, 2021).

Jegede (2011) notes that the language of instruction policy in Nigeria (2014 Edition) is aimed at promoting the use of Nigerian languages in schools. This policy was introduced in response to the decline in the use of Nigerian languages, which has been attributed to the dominance of English as the language of education, commerce, and governance (Jegede, 2012). While the policy has been in place for several decades, it has faced numerous challenges in its implementation, including negative attitudes towards Nigerian languages.

This paper explores the role of language ideologies and attitudes in shaping the Nigerian language of instruction policy. It examines the factors that influence attitudes towards Nigerian languages and the implications of negative attitudes for the implementation of the policy. The paper also highlights strategies for addressing language ideologies and attitudes and the role of the government and educational institutions in promoting positive attitudes towards Nigerian languages. Finally, the paper concludes by discussing the implications of the study for language policy makers, educators, and researchers.

Background information on the Nigerian language of instruction policy

The Nigerian language of instruction policy is a national policy that aims to promote the use of indigenous languages as a medium of instruction in primary schools. The policy was first introduced in the 1970s but has undergone several revisions over the years. One of the most recent revisions was in 2014, when the Nigerian government issued a new policy that mandated the use of the mother tongue as a medium of instruction in primary schools for the first three years of schooling. The policy also encouraged the use of indigenous languages as a medium of instruction in secondary schools.

However, Jegede, Yusuf & Aliyu (2024) observe that the implementation of the policy has faced several challenges, including negative attitudes towards Nigerian languages and a lack of qualified teachers who can teach in indigenous languages. According to them, these challenges have hindered the effective implementation of the policy and have led to a continued reliance on English as the primary medium of instruction.

Recent studies have highlighted the need for the Nigerian government to address these challenges and promote positive attitudes towards Nigerian languages in order to achieve the objectives of the language of instruction policy. For example, a study by Lawal (2020) identified negative attitudes towards Nigerian languages as a major obstacle to the implementation of the policy. The study called for the government to implement strategies that promote positive attitudes towards Nigerian languages, such as providing

incentives for teachers who teach in indigenous languages and promoting the use of Nigerian languages in media and popular culture.

Another study by Oyetade (2005) emphasized the need for the government to invest in the training of teachers who can teach in indigenous languages, as well as in the development of instructional materials in Nigerian languages. The study argued that these investments are crucial for the effective implementation of the language of instruction policy.

Language ideologies, language attitudes, and their role in shaping language policies

Language ideologies and attitudes play a crucial role in shaping language policies. According to Jegede (2015), language ideologies refer to the beliefs, values, and assumptions that people hold about language and its uses, while attitudes towards languages refer to the emotional evaluations that people have towards different languages. Osoba (2014) notes that these ideologies and attitudes are shaped by various social, cultural, historical, and political factors and can have a significant impact on language policies.

One of the ways in which language ideologies and attitudes shape language policies is by influencing language choices. In many societies, certain languages are seen as prestigious and are accorded a higher status than others. This can lead to the marginalization of other languages, which can affect their use as mediums of instruction in schools or as official languages in government institutions. For example, in many African countries, European languages like English and French are often seen as more prestigious than indigenous languages, which can limit the use of indigenous languages in official settings (Ibiam & Anya, 2017).

Furthermore, language ideologies and attitudes can affect the way language policies are implemented. For instance, negative attitudes towards certain languages can lead to a lack of political will to implement policies that promote the use of those languages. Similarly, the belief that a certain language is superior can lead to the neglect of other languages, even when policies exist to promote their use (Omoniyi, 2016).

Recent studies have highlighted the importance of addressing language ideologies and attitudes in order to promote effective language policies. For example, a study by Tawil and Abdul-Hameed (2021) emphasized the need to address negative attitudes towards Arabic in schools in Egypt in order to promote the use of Arabic as a medium of instruction. The study called for the development of programs that promote positive attitudes towards Arabic and the use of modern teaching methods that integrate local languages.

Another study by Sultana and Rahman (2020) highlighted the importance of addressing language ideologies and attitudes in promoting multilingual education in Bangladesh. The study called for the promotion of positive attitudes towards Bangla and the use of local languages in education as a means of improving educational outcomes for students.

How language ideologies shape attitudes towards different languages

Blommaert & Verschueren (1998) explain language ideologies as beliefs, attitudes, and values that people hold about language, including its use, structure, and function in society. These beliefs can shape individuals' perceptions of different languages and language varieties, influence language policy decisions, and impact language practices and behaviors. Language ideologies are not fixed or objective but are shaped by various factors, including social, political, and historical contexts. They can vary across different social groups and may be influenced by factors such as ethnicity, religion, class, and education (Blommaert & Verschueren, 1998).

In recent years, scholars have increasingly focused on the role of language ideologies in shaping language policy and language practices. For example, scholars have examined how language ideologies have influenced language policies in multilingual societies, such as India and South Africa, where the use of multiple languages is encouraged but often limited by dominant language ideologies (Ramanathan, 2005; Southwood, 2020). As noted by Jegede (2015), understanding language ideologies is crucial for promoting language diversity and inclusivity and addressing linguistic inequality. By examining the beliefs and attitudes that underpin language practices and policies, policymakers and language educators can develop more equitable language policies and practices that promote linguistic diversity and inclusion.

Language ideologies play a significant role in shaping attitudes towards different languages. These beliefs and attitudes can be positive or negative and can affect how individuals and communities value and use different languages.

One way in which language ideologies shape attitudes towards different languages is through the construction of linguistic hierarchies. In many societies, certain languages are privileged over others, and speakers of those languages are seen as more educated or sophisticated. This can lead to negative attitudes towards languages that are not considered prestigious, which can result in language loss and marginalization of speakers of those languages (Kroskrity, 2010).

Another way in which language ideologies shape attitudes towards different languages is through the association of particular languages with identity. For example, in some multilingual societies, a particular language may be associated with a particular ethnic or racial group. This can lead to negative attitudes towards that language if the associated group is marginalized or discriminated against (Pavlenko & Blackledge, 2004).

Language ideologies can also shape attitudes towards language use in specific contexts. For example, in educational contexts, languages may be valued differently depending on whether they are seen as useful for educational, political, economic, social or cultural reasons. This can result in negative attitudes towards certain languages in educational settings, leading to limited access to education for speakers of those languages (Hornberger, 2003).

In a nutshell, language ideologies play a critical role in shaping attitudes towards different languages. These attitudes can impact language policy decisions and language practices, leading to linguistic inequality and marginalization of speakers of certain languages. Understanding how language ideologies shape attitudes towards different languages is crucial for promoting linguistic diversity and inclusion and addressing linguistic inequality.

The impact of language ideologies on language policy in Nigeria

Language ideologies have played a significant role in shaping language policy in Nigeria. Since gaining independence in 1960, Nigeria has struggled with developing a language policy that promotes linguistic diversity and inclusivity while also fostering national unity and development (Adegbite, 2016).

One way in which language ideologies have impacted language policy in Nigeria is through the privileging of English over indigenous languages. English is the official language of Nigeria and the language of instruction in schools, which has resulted in limited access to education for speakers of indigenous languages (Bamgbose, 1991). The dominance of English in Nigeria is rooted in colonial language ideologies that prioritized European languages over African languages (Adegbite, 2016).

Language ideologies have also impacted language policy in Nigeria through the association of particular languages with particular ethnic groups. For example, the use of Hausa, Yoruba, and Igbo as lingua francas in different regions of Nigeria has led to negative attitudes towards these languages in other regions and has contributed to tensions between different ethnic groups (Adeniran, 2015).

The impact of language ideologies on language policy in Nigeria has also been evident in efforts to promote the use of Nigerian Pidgin English as a national language. Nigerian Pidgin English is a creole language that has developed as a lingua franca in Nigeria, but its use has been stigmatized due to negative language ideologies that associate it with low education and social status (Adetugbo & Adeyanju, 2019).

In a nutshell, language ideologies have played a significant role in shaping language policy in Nigeria. The dominance of English and negative attitudes towards indigenous languages and Nigerian Pidgin English have resulted in linguistic inequality and marginalization of speakers of these languages. To promote linguistic diversity and inclusivity in Nigeria, policymakers and language educators must address negative language ideologies and develop language policies that value and promote the use of all Nigerian languages.

Attitudes towards Nigerian languages

Overview of attitudes towards Nigerian languages

Attitudes towards Nigerian languages have been shaped by various social, cultural, historical, and political factors (Jegade and Adetuyi, 2016). While Nigerian languages are spoken by a majority of the population, they are often seen as inferior to European

languages like English and French and are accorded a lower status in official settings. This has led to negative attitudes towards Nigerian languages, which have contributed to the marginalization of these languages and hindered their use as mediums of instruction in schools and as official languages in government institutions.

Adesina & Jegede (2020) opine that negative attitudes towards Nigerian languages are rooted in colonialism and the belief that European languages are superior to African languages. During the colonial period, European languages were imposed on Africans as languages of administration, education, and commerce, while African languages were relegated to informal settings. This led to the marginalization of Nigerian languages and the belief that they were not suitable for formal communication (Oyetade, 2020).

Furthermore, negative attitudes towards Nigerian languages have been reinforced by a lack of investment in the development of Nigerian languages and a lack of qualified teachers who can teach in these languages. This has led to a situation where Nigerian languages are seen as inferior to European languages in terms of their usefulness and value, which has contributed to their marginalization (Lawal, 2020).

Recent studies have highlighted the importance of addressing negative attitudes towards Nigerian languages in order to promote their use as mediums of instruction and official languages. For example, Okoye and Akalu (2021) emphasized the need to promote positive attitudes towards Nigerian languages by incorporating them into the curriculum at all levels of education. The study also called for the development of instructional materials in Nigerian languages and the training of teachers who can teach in these languages.

Similarly, Lawal (2020) called for the implementation of strategies that promote positive attitudes towards Nigerian languages, such as the use of Nigerian languages in official settings and the promotion of language learning programs that integrate Nigerian languages.

Factors that influence attitudes towards Nigerian languages

Attitudes towards Nigerian languages are influenced by various social, cultural, historical, and political factors. These factors have contributed to the marginalization of Nigerian languages and the perception that they are inferior to European languages like English and French. Understanding these factors is crucial for addressing negative attitudes towards Nigerian languages and promoting their use as mediums of instruction and official languages.

One factor that influences attitudes towards Nigerian languages is colonialism. During the colonial period, European languages were imposed on Africans as languages of administration, education, and commerce, while African languages were relegated to informal settings. This led to the marginalization of Nigerian languages and the belief that they were not suitable for formal communication (Oyetade, 2020).

Another factor is globalization and the increasing importance of English as a global language. English is seen as a language of power and prestige, and its dominance has contributed to the marginalization of Nigerian languages and the perception that they are of lower status (Okoye & Akalu, 2021).

Furthermore, the lack of investment in the development of Nigerian languages and the shortage of qualified teachers who can teach in these languages have contributed to negative attitudes towards Nigerian languages. This has led to a situation where Nigerian languages are seen as inferior to European languages in terms of their usefulness and value, which has reinforced negative attitudes towards them (Lawal, 2020).

Social and cultural factors also play a role in shaping attitudes towards Nigerian languages. For example, the perception that speaking Nigerian languages is associated with rural and low-class backgrounds has contributed to the marginalization of these languages and negative attitudes towards them (Okoye & Akalu, 2021).

Addressing negative attitudes towards Nigerian languages requires a multifaceted approach that considers these various factors and promotes the development and use of Nigerian languages as mediums of instruction and official languages.

Implications of negative attitudes towards Nigerian languages

Adesina & Jegede (2020) note that negative attitudes towards Nigerian languages have significant implications for language policy and development in Nigeria. According to them, these attitudes can hinder efforts to promote the use of Nigerian languages as mediums of instruction and official languages, leading to the continued marginalization of these languages and their speakers. Understanding the implications of negative attitudes towards Nigerian languages is crucial for addressing these challenges and promoting language diversity and inclusivity in Nigeria.

One implication of negative attitudes towards Nigerian languages is the perpetuation of linguistic inequality. When Nigerian languages are seen as inferior to European languages like English and French, they are not given the same status or resources for development. This perpetuates linguistic inequality and reinforces the dominance of European languages in formal settings like education and administration (Okoye & Akalu, 2021).

Another implication is the erosion of cultural identity and heritage. Nigerian languages are an essential part of Nigeria's cultural identity and heritage. When they are marginalized and devalued, the cultural identity and heritage of Nigeria are eroded, leading to a loss of cultural diversity and richness (Oyetade, 2019).

Negative attitudes towards Nigerian languages can also impact the quality of education in Nigeria. When students are taught in languages that are not their first language or that they are not proficient in, they are at a disadvantage and may struggle to learn. This can lead to poor educational outcomes and perpetuate poverty and social inequality (Lawal, 2020).

Addressing negative attitudes towards Nigerian languages requires a comprehensive approach that includes language policy reform, investment in language development and education, and the promotion of language diversity and inclusivity. This will help to create a more equitable and inclusive society in which Nigerian languages are valued and celebrated.

Challenges to the Nigerian language of instruction policy

Overview of challenges to the policy

The Nigerian language of instruction policy has faced a range of challenges since its inception. One of the key challenges has been the limited access to education for speakers of indigenous languages due to the dominance of English as the language of instruction (Adebite, 2016). This has resulted in linguistic inequality and marginalization of speakers of indigenous languages, who often struggle to access education and economic opportunities (Eze, 2019).

Another challenge to the language of instruction policy in Nigeria is the negative attitudes towards Nigerian languages, which has contributed to a lack of support for the development and promotion of these languages (Adeniran, 2015). The stigmatization of Nigerian Pidgin English has also been a challenge to the policy, as this creole language has been associated with low education and social status (Adetugbo & Adeyanju, 2019).

The lack of political will and support for the implementation of the language of instruction policy has also been a challenge. Despite the recognition of the importance of linguistic diversity and inclusivity in Nigeria, policymakers have been slow to implement policies that promote the use of indigenous languages (Eze, 2019).

Furthermore, the issue of language and identity has also been a challenge to the language of instruction policy in Nigeria. The association of particular languages with particular ethnic groups has contributed to tensions between different groups and has made it difficult to develop a language policy that promotes linguistic diversity while also fostering national unity (Adeniran, 2015).

In short, the challenges facing the Nigerian language of instruction policy are multifaceted and require a comprehensive approach that addresses negative attitudes towards Nigerian languages, promotes linguistic diversity and inclusivity, and receives adequate political support and funding.

The role of language ideologies and attitudes in shaping these challenges

Language ideologies and attitudes have played a significant role in shaping the challenges facing the Nigerian language of instruction policy. Negative attitudes towards Nigerian languages, for instance, have contributed to the marginalization of speakers of these languages and limited their access to education and economic opportunities (Eze, 2019). The stigmatization of Nigerian Pidgin English, as a creole language, has also played a

role in the challenges facing the policy, as this has been associated with low education and social status (Adetugbo & Adeyanju, 2019).

Moreover, the association of particular languages with specific ethnic groups has contributed to tensions between different groups, making it challenging to develop a language policy that promotes linguistic diversity while fostering national unity (Adeniran, 2015). This has resulted in a lack of political will and support for the implementation of the policy, despite the recognition of the importance of linguistic diversity and inclusivity in Nigeria (Eze, 2019).

Furthermore, language ideologies that prioritize English as the language of instruction have perpetuated linguistic inequality and marginalization of indigenous languages (Adegbite, 2016). The dominance of English in education and the public sphere has led to the devaluation of Nigerian languages and has made it difficult to promote their development and use in formal settings.

In summary, language ideologies and attitudes have played a significant role in shaping the challenges facing the Nigerian language of instruction policy, including limited access to education for speakers of indigenous languages, negative attitudes towards Nigerian languages, lack of political will and support for the implementation of the policy, tensions between different ethnic groups, and the perpetuation of linguistic inequality and marginalization of indigenous languages.

Implications of these challenges on the implementation of the policy

The challenges facing the Nigerian language of instruction policy have significant implications for its implementation. The limited access to education for speakers of indigenous languages, for instance, has resulted in low enrollment and high dropout rates, especially in rural areas (Eze, 2019). This has hindered the development of literacy skills in these languages and has limited their use in formal settings.

Negative attitudes towards Nigerian languages have also contributed to a lack of interest in their development and use, making it difficult to implement the policy effectively (Adetugbo & Adeyanju, 2019). The devaluation of Nigerian languages and the dominance of English in education and the public sphere have also perpetuated linguistic inequality and marginalized indigenous languages, making it challenging to promote their use in formal settings (Adegbite, 2016).

Moreover, the lack of political will and support for the implementation of the policy has hindered its effectiveness. The absence of clear guidelines and frameworks for implementing the policy has also contributed to its inadequate implementation (Adeniran, 2015).

In summary, the challenges facing the Nigerian language of instruction policy have significant implications for its implementation. These include low enrollment and high dropout rates, limited development of literacy skills in indigenous languages, negative attitudes towards Nigerian languages, perpetuation of linguistic inequality and

marginalization of indigenous languages, and a lack of political will and support for the implementation of the policy.

Strategies for addressing language ideologies and attitudes in Nigeria

Overview of strategies for addressing language ideologies and attitudes

Strategies for addressing language ideologies and attitudes towards Nigerian languages can be grouped into two categories: educational and social. Educational strategies include incorporating Nigerian languages into the curriculum, providing training for teachers in the use of Nigerian languages, and creating opportunities for students to use Nigerian languages in formal settings (Oyetade, 2017). Social strategies include promoting the use of Nigerian languages in the media, public discourse, and everyday interactions, as well as creating awareness of the value of linguistic diversity (Ogunsiji & Okunoye, 2018).

Incorporating Nigerian languages into the curriculum is a crucial educational strategy for addressing language ideologies and attitudes. This involves developing instructional materials and textbooks in Nigerian languages and using them in classrooms to promote their use and development (Eze, 2019). Providing training for teachers in the use of Nigerian languages can also help to build their capacity to teach these languages effectively and promote their use in formal settings (Oyetade, 2017).

Creating opportunities for students to use Nigerian languages in formal settings can also help to address negative attitudes towards these languages. This can be done by organizing language clubs, language festivals, and other activities that promote the use of Nigerian languages in formal and informal settings (Ogunsiji & Okunoye, 2018).

Promoting the use of Nigerian languages in the media and public discourse is a critical social strategy for addressing negative attitudes towards these languages. This involves promoting the use of Nigerian languages in television and radio programs, newspapers, and other media outlets to increase their visibility and legitimacy (Adegbite, 2016). Creating awareness of the value of linguistic diversity is also an essential social strategy for addressing negative attitudes towards Nigerian languages. This involves educating the public on the importance of linguistic diversity and the role it plays in promoting national unity and identity (Ogunsiji & Okunoye, 2018).

In a nutshell, strategies for addressing language ideologies and attitudes towards Nigerian languages can be grouped into educational and social categories. Educational strategies include incorporating Nigerian languages into the curriculum, providing training for teachers, and creating opportunities for students to use Nigerian languages in formal settings. Social strategies include promoting the use of Nigerian languages in the media, public discourse, and everyday interactions, as well as creating awareness of the value of linguistic diversity.

The role of the government in promoting positive attitudes towards Nigerian languages

The Nigerian government has a critical role to play in promoting positive attitudes towards Nigerian languages. One of the ways the government can promote positive attitudes is through the formulation and implementation of language policies that recognize and promote the use of Nigerian languages in education, media, and public discourse (Adedokun, 2021).

The government can also establish language academies and institutions to promote the development and standardization of Nigerian languages. This can include the creation of dictionaries, orthographies, and other instructional materials that can help to standardize the use of Nigerian languages (Eze, 2019). Additionally, the government can provide funding and support for research on Nigerian languages, their history, and their use, which can help to raise awareness of the value of linguistic diversity in Nigeria (Ogunsiji & Okunoye, 2018).

The government can also promote positive attitudes towards Nigerian languages by providing incentives for individuals and organizations that promote their use. This can include tax incentives for media organizations that promote Nigerian languages, scholarships for students who study Nigerian languages, and awards for individuals and organizations that make significant contributions to the promotion and development of Nigerian languages (Adegbite, 2016).

In short, the Nigerian government has a crucial role to play in promoting positive attitudes towards Nigerian languages. This can be done through the formulation and implementation of language policies, establishment of language academies and institutions, funding and support for research on Nigerian languages, and provision of incentives for individuals and organizations that promote their use.

The role of educational institutions in promoting positive attitudes towards Nigerian languages

Educational institutions play a critical role in promoting positive attitudes towards Nigerian languages. Through their curricula, educational institutions can promote the use of Nigerian languages and encourage students to develop an appreciation for their linguistic heritage (Adegbija, 2019).

One way that educational institutions can promote positive attitudes towards Nigerian languages is by offering courses in Nigerian languages, literature, and culture. These courses can help students to develop an appreciation for the linguistic and cultural diversity of Nigeria and to understand the importance of preserving and promoting Nigerian languages (Olasupo, 2019).

Educational institutions can also promote positive attitudes towards Nigerian languages by incorporating Nigerian languages into their daily activities. This can include using Nigerian languages in official communication, signage, and other forms of public display. Additionally, schools can organize language and cultural festivals, where students can

showcase their knowledge and appreciation of Nigerian languages and culture (Adedokun, 2021).

Furthermore, educational institutions can promote positive attitudes towards Nigerian languages by training teachers to teach Nigerian languages effectively. Teachers can be trained to incorporate the use of Nigerian languages in their instruction and to create a positive and inclusive classroom environment that promotes the use of Nigerian languages (Ogunsiji & Okunoye, 2018).

In conclusion, educational institutions have a crucial role to play in promoting positive attitudes towards Nigerian languages. This can be done by offering courses in Nigerian languages, literature, and culture, incorporating Nigerian languages into daily activities, organizing language and cultural festivals, and training teachers to teach Nigerian languages effectively.

Implications and conclusion

Implications

The study on language ideologies and attitudes towards the Nigerian language of instruction policy has several implications for language policy makers, educators, and researchers.

Firstly, the study highlights the need for a more comprehensive approach to language policy in Nigeria. Policy makers need to consider the complex interplay between language ideologies, attitudes, and policy implementation when developing language policies. This requires a deeper understanding of the social and cultural dynamics that shape language attitudes and behavior.

Secondly, the study highlights the need for greater investment in teacher training and curriculum development in Nigerian languages. The low enrollment and poor performance in Nigerian language classes suggest that current teaching methods and materials are not effective in promoting positive attitudes towards these languages. Educators need to develop innovative teaching methods that make Nigerian languages more engaging and relevant to students.

Thirdly, the study underscores the need for community-based initiatives that promote the use and preservation of Nigerian languages. Community organizations, including cultural and linguistic associations, can play a vital role in promoting positive attitudes towards Nigerian languages. They can also work to preserve endangered languages and promote language diversity.

Finally, the study has implications for future research on language ideologies and attitudes in Nigeria. There is a need for more empirical research on the complex relationship between language attitudes, policy implementation, and language outcomes. Such research can inform the development of evidence-based policies and practices that promote the use and preservation of Nigerian languages.

Conclusion

Language ideologies and attitudes play a significant role in shaping language policies, including the Nigerian language of instruction policy. Negative attitudes towards Nigerian languages have had implications for the implementation of the policy, including low enrollment and poor performance in Nigerian language classes. To address these challenges, it is important to promote positive attitudes towards Nigerian languages. Strategies for addressing language ideologies and attitudes include government initiatives, educational institutions, and community-based organizations. Educational institutions have a critical role to play in promoting positive attitudes towards Nigerian languages. They can do so by offering courses in Nigerian languages and literature, incorporating Nigerian languages into daily activities, organizing language and cultural festivals, and training teachers to teach Nigerian languages effectively. Ultimately, the promotion of positive attitudes towards Nigerian languages will require a concerted effort from all stakeholders, including the government, educational institutions, and the general public. By working together, we can ensure that Nigerian languages are preserved and promoted for future generations.

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