

**FROM BARRIER TO BRIDGE: RETHINKING MULTILINGUALISM IN  
NIGERIAN LANGUAGE TEACHING AND LEARNING**

**Nkeoma Ngozichukwu Akueshi, PhD**

Department of Primary Education, Faculty of Specialized Education,  
Alvan Ikoku Federal University of Education, Owerri, Imo State, Nigeria  
[nkeoma.akueshi@alvaikoku.edu.ng](mailto:nkeoma.akueshi@alvaikoku.edu.ng)

**Abstract**

Nigeria is a multilingual nation with more than 500 indigenous languages, yet English remains the dominant language of instruction in schools across the country. This paper examines the impact of multilingualism on language teaching and learning in Nigerian schools and argues that multilingualism, when effectively managed through inclusive pedagogical strategies, should be viewed as an educational asset rather than an obstacle. Using a qualitative review methodology based on existing scholarly literature, the study explores how multilingual practices such as translanguaging, code-switching, and language convergence influence language learning outcomes among learners from diverse linguistic backgrounds. Findings reveal that multilingualism enhances cognitive flexibility, language proficiency, cultural tolerance, classroom participation, and academic performance. However, learners also face challenges such as language interference, comprehension difficulties, inadequate teacher training, poor funding, and inconsistent language policies. The study emphasizes the need for inclusive language policies and specialized teacher training to support multilingual learners effectively. It further recommends the integration of multilingual instructional strategies that utilize learners' linguistic resources to improve second-language acquisition and overall educational outcomes. The paper contributes to ongoing debates on multilingual pedagogy and language education reform in Nigeria.

**Keywords:** Multilingualism, Translanguaging, Code-switching, Language Convergence

**Introduction**

Akanbi and Jekayinfa (2019) argue that the education of Nigeria has always been in a precarious position since the amalgamation of the Northern and Southern protectorates by Lord Lugard in 1914. Putting together more than 300 tribes in order to ensure ease in colonial governance proved to be disastrous, as evidenced by the Nigerian Civil War just six years after independence. The constant clash is not the only consequence of this decision, however.

Now made up of 350 ethnic groups and more than 500 languages, the amalgamated country faced the problem of having a collective language (Imam, 2012). During colonialism, the English language was chosen as the official language of instruction, and this has continued. Daniel Kalioi

(2018) observes that the English language still remains the language of instruction in schools, government institutions and as the language of business. However, other languages have also remained significant.

Daniel-Kalioi (2018) traces the language policy of Nigeria to 1859, when French was introduced into the Nigerian education curriculum, and when it was taught to learners in the Lagos colony. Omoniyi (2003) agrees that it became more significant in 1996 when the then Military Head of State, General Sani Abacha, made it Nigeria's second official language due to political reasons. As expected, this caused major problems with its adoption.

Today, the Nigerian curriculum is filled with four major languages – a Mother tongue language (Yoruba, Hausa, Igbo, etc), English, French and Arabic. Duze (2011) states that the mother tongue is taught to learners from primary school to secondary school in the 6-3-3-4 education system. This has not been made a compulsory subject, however, and learners are known to have flunked the subject significantly, as observed by Obiakor (2024). English language remains the official language of instruction. It is a compulsory subject for learners in every school in Nigeria. Chinjidu (2012) states that a failure in the English language in the West African Senior School Certificate Examination (WASSCE), the National Examination Council Exam (NECO) or the Unified Tertiary Matriculation Examination (UTME) is considered a failure. Total candidates who fail these examinations are not given admission to Nigerian tertiary institutions. In fact, some schools have made it their policy to make a learner who fails the English language repeat the class (Kyereko et al., 2022).

French is considered an elective subject. Few Nigerian schools can afford to hire French teachers except highbrow private schools. This, Makinde et al. (2024) opine, is because teaching this language has significant challenges such as learners not being interested in learning, the scarcity of textbooks and the school's non- interest in teaching yet another language to learners.

Arabic is commonly taught in Muslim-owned private schools and in public schools in Northern Nigeria. Arabic is considered important to the history of these places, and this is evident in the presence of Arabic schools around the region with learners who are referred to as Almajiri (Uwaezuoke, 2022). Language teachers in this instance are mostly Muslims who connect the Islamic religion with language teaching.

This paper aims to examine the impact of multilingualism on learning these previously mentioned languages. To achieve this aim, the study will use a qualitative research methodology to examine previous scholarly publications on the subject. The findings of the paper will be presented in the conclusion, and recommendations will be made on how to utilize the positive parts of these impacts and diminish the negative impact.

Despite Nigeria's rich linguistic diversity, the dominance of English as the language of instruction continues to create challenges for learners from multilingual backgrounds. Many learners struggle with comprehension, classroom participation, and language proficiency due to the tension between indigenous languages and formal school language policies. Existing studies have examined multilingualism broadly, but limited attention has been given to how multilingual practices such as translanguaging and code-switching can improve language teaching and learning outcomes in Nigerian schools.

### **Objectives**

1. To examine the impact of multilingualism on language teaching and learning in Nigerian schools.
2. To analyze the role of translanguaging, code-switching, and language convergence in multilingual classrooms.
3. To identify the benefits and challenges of multilingualism in Nigerian education.
4. To recommend strategies for improving multilingual language education in Nigeria.

### **Methodology**

This study adopts a qualitative descriptive research design based on documentary analysis. Data were gathered from scholarly journal articles, books, policy documents, and conference papers related to multilingualism, translanguaging, and language teaching in Nigeria. The collected materials were critically analyzed thematically to identify the major benefits, challenges, and pedagogical implications of multilingualism in Nigerian schools.”

### **Theoretical framework**

Ulum (2024) defines translanguaging as a pedagogical approach and theoretical framework that is tailored towards the language practices of multilingual learners. Translanguaging does not conform to traditional notions of language separation. Instead, it believes that multiple languages should be used strategically and creatively. Lopez et.al.(2017) state that this is focused on the principle of language integration, which insists that language should be interconnected rather than being separate entities.

This positions translanguaging as an effective pedagogical approach for multilingual classrooms in multi-ethnic countries like Nigeria. Instead of focusing on the use of a single language as the language of instruction, translanguaging can enable teachers to introduce other languages that the learners understand into the classroom. (Donley,2022).

Wang (2022) adds that translanguaging is also an excellent approach towards teaching formal languages. This is because it focuses on fluidity in language use. Training this into learners will enable them to switch effortlessly between their mother tongue and the language they are learning. According to Oliver et al.(2020), when used to teach language learners, translanguaging will enable a learner to easily use the languages, dialects and other forms of communication that they learn in the classroom, study and observe. This speeds up the language learning process and ensures smooth use of the learned language.

### **Multilingualism**

Cenoz and Gorter (2022) describe multilingualism as the ability of an individual, community or society to communicate effectively in multiple languages. Piliperiko (2019) defines multilingualism as the coexistence of two or more languages. Moorman Kimakova (2016) stretches it further as the presence of multiple languages in a society. In a multi-ethnic ex-colonised country such as Nigeria, multilingualism is an important feature of the society. Scholars believe that multilingualism has several benefits for learners such as cognitive development, cognitive performance, cognitive flexibility, creativity, critical multilingual language awareness, and multilingual pragmatic awareness (Monnier et. Al., 2022; Pot et.al.,2018; Kim & Runco, 2022; Marcia,2017; Martinez-Buffa and Safont (2023).

The country is divided into six geopolitical zones - the North East, North West, South East, South West, North Central and the South South. According to Oti (2024), these, zones are inhabited by different tribes who speak several languages and dialects. Unfortunately, this has resulted in communication difficulties among citizens from different linguistic backgrounds. It is also impossible to choose one of the local languages as the official language due to tribal tensions. Therefore, the English language has continued to be the language of instruction in schools.

Multilingualism is important to the official position of Nigeria as a Commonwealth country. It is important, nevertheless, for the country to maintain its cultural history in its diversity-rich roots (Oti ,2024). The wave of Nationalism across the country has resulted in more calls for the mother tongue to be used more in schools.

### **Forms of Multilingualism**

Multilingualism takes different forms according to the needs for it. These forms include:

1. **Individual multilingualism:** Individual multilingualism refers to when a person is able to effectively communicate in two or more languages (Chin.,2023). Individual multilinguals learn languages usually for personal reasons such as to conduct business with a country or corporation that speaks the language, as a personal hobby, due to

migration, for religious purposes or for employment opportunities. According to Treadaway and Read (2025), pilots learn English because it is the internationally recognized language of aviation.

2. **Community Multilingualism:** Rahman (2022) and Okal (2014) state that this is when a community uses multiple languages in their daily interactions and therefore learns the different languages. Examples include the Muslim community in Nigeria, who learn Arabic in order to read the Qur'an or perform its daily prayers. Community multilingualism may also be a form of class differentiation, as upper-class elites sometimes learn a different language as a symbol of class. (Kalaja & Pitkanen-Huhta, 2022).
3. **Societal Multilingualism:** This refers to an official stance of multilingualism in a country or region. Societal multilingualism may take the form of language policies, a supported education system and an official language that is made compulsory. (Cenoz & Gorter, 2022)

In a country like Nigeria with diverse ethnic languages, Multilingualism is required to aid nationalism and for cohesiveness. A person's mother tongue is then used to communicate informally, while the English language is spoken to people from different tribes. Ihuoma (2024) opines that the significant challenge to this policy is the rate of illiteracy, especially among uneducated people in the country and residents of rural areas.

### **Formal Language Learning and Teaching**

According to Okpala and Alaku (2023), the English language, a native mother tongue language and the French language are the most widespread languages taught in Nigeria's formal schools. English language is taught to learners from the beginning of their education in crèche or Nursery school, where they learn the alphabet, basic spellings and pronunciation. Entry into primary education marks the beginning of Nigeria's 6-3-3-4 educational system, which focuses on the all-round development of the learner in language, basic sciences, quantitative reasoning, calculations, and civic education. Nigeria has a detailed syllabus and curriculum that is reviewed perennially by the Nigerian Ministry of Education. The focus on language and calculations, especially, is important in the Nigerian curriculum as learners who do not pass either are not promoted to the next class (Offorma, 2015)

Madubuchi (2016) explains that in order to aid the learners' language learning, textbooks are approved by the Ministry of Education along with study materials that are used to teach learners in class. Primary education is considered foundational to language development since it lays the foundation for the learners' English or French.

The native language is not emphasized as much as the English language, since English is considered the language of instruction. School policy discourages the speaking of native language within the school compound, which Adejisola (2010) refers to as the “vernacular rule” Native language learning depends on the school or region's policy. Some schools choose not to teach it, while some schools may make it compulsory for their learners. This depends on the choice of the school and the Parents, Teachers Association (PTA).

French language is learned in several highbrow private schools that sometimes use it as a selling point to attract learners from upper-class families. French itself is not compulsory in Nigeria's curriculum (Makinde et.al.2024). The country's closeness with Francophone countries such as Cameroon and Niger makes scholars believe that the language should be taught in formal schools.

Muslim private schools in Nigeria may prefer to teach Arabic to their learners for religious reasons (Abdus Salam & Bin Mohammed 2022). Some government-owned public schools in Northern Nigeria and parts of the Southwest also include Arabic in their curriculum. The West African Examination Council (WAEC) and the Joint Admission and Matriculation Board (JAMB) conduct certificate Examinations for Arabic, French and other native languages as well. Unlike the English language, failure in any of these subjects does not mean a complete failure of the candidate unless the candidate applies to study the failed subject in a tertiary institution (Offorma, 2015).

Language teaching is directly influenced by the demands for language teachers in various forms. Although Oladunjoye et.al.(2016) believe that English teachers should be graduates of English from a tertiary institution, this is not always the reality in Nigerian schools. The argument that teachers cannot give what they do not have can be countered with the reasoning that teachers have been taught the English language for 12 years based on the 6-3-3-4 education system (Duzé,2011); whether this qualifies an individual to teach English language is a continuous argument.

French language, however, often requires graduates from the University to handle such a course. Some Nigerian secondary schools may choose to hire expatriates who speak the language to teach their learners. Arabic language, on the other hand, is often handled by either Arabic university graduates or graduates from informal Arabic schools. Native language teachers may be good and effective speakers of the language or trained teachers. This depends on the school's hiring policy.

Language teaching is aided by textbooks or other materials that the school may provide. Some teachers opt for multimodal approaches to language learning instead, as this has proven effective over time as well.

### **Informal Language Teaching and Learning**

One of the most commonly taught languages informally in Nigeria is Arabic. Northern Nigeria, especially, has an established system of Arabic language learning and teaching. Nnamor-Obari and Amugo (2021) describe the system in detail. Arabic language is often taught informally by schools known as "madrasah" The madrasah is headed by a Head Teacher or Ustadh, who hires other teachers or teaches the learners alone, according to the size of the school. Learners are enrolled in the madrasah by fathers who want their children to learn Arabic and the religion of Islam. In some traditional Almajiri systems, learners reside with their teachers for religious and language instruction. In some parts, the learner is sent out to beg in order to raise the money used to run the school. This learner is known as an Almajiri, which means the seeker of knowledge. After graduation, the learner can choose to start their own school or travel around the region or outside the country to continue learning the language and religion. Shimawua (2020) adds that examinations and tests are conducted periodically. The learner is taught how to read and write in Arabic, Memorization of the Qur'an, the Hadeeth Sunnah (sayings and doings of the prophet), Seerah ( stories of the prophets, the companions and the history of Islam), Figh (rituals, morals, and social legislation in Islam ) and other subjects.

French can also be taught through informal teaching and learning. This is done through home lessons that are organized by parents who want their children to learn the language (Saleh, 2019). The lesson can be done for the preparation of the learner's certificate examinations conducted by either WAEC or NECO.

Adamu (2016) opines that another form of informal language teaching and learning is done through technical or vocational schools in Nigeria. Even though the attention in these schools is placed on teaching important skills such as carpentry, entrepreneurship, tailoring, graphic design, etc., language is also taught to give the learners a competitive edge over their uneducated peers. This is also done to encourage their growth in international business. With the use of social media, an English-language-trained entrepreneur can easily grow their audience base in the country compared to an entrepreneur who only understands their native language. The learner may not pass the certificate examination since they are not trained for that purpose, but they may be able to communicate in the language.

### **Multilingualism Language Teaching Practices**

Whether done through informal school systems or the formal education system. Multilingualism is important to the Nigerian language learning and teaching system. Some practices enable the use of multilingualism to effectively teach and learn languages. These practices include code-switching, language convergence and translanguaging.

## **The importance of code-switching to Multilingualism in Language Teaching and Learning**

Muslihati et. al. (2023) describe code-switching as the practice of smoothly transitioning between two or more languages in a conversational sentence or phrase. This is common among multilinguals who are used to the two languages. Teachers in Nigeria use this method to teach learners in the classroom in order to aid language learning and teaching.

English language teachers often rely on associating strange English terms with the learners' native language. This strategy aids the learner's understanding since they can relate the strange concept to something familiar. Native language teachers teach learners the same way by describing native language grammar or phonology in English for the learners' understanding (Alisoy,2024). French and Arabic teachers use the same strategy if the learner being taught understands English or a native language before learning Arabic or French.

Code-switching is important in language learning and teaching since it:

1. **Ease Communication Barrier:** Kumar et.al. (2015) state that code-switching positively eases the communication barrier between learners and teachers when learning a language. This helps the learner practice the language when they discuss with their peers in the classroom. Multiethnic countries like Nigeria especially benefit from this, as the teacher can use code-switching to teach the learners if they are from a different ethnicity.
2. **Enhance Comprehension:** Code-switching allows the learner to bring known terms to an unknown field (Ezeh et al.,2022). By explaining English terms in Igbo, for instance, an adult in a vocational school can easily understand the teacher's lesson. Unfamiliar vocabulary can be broken down into the learner's native language for easy comprehension.
3. **Increase familiarity with the language:** with code-switching, the teacher can expose the learner to the language they want to teach. Arabic teachers in Madrasahs use this method to impress learners to try their best to learn the language (Herawati & Sarah Fitriani,2021). Learners in primary schools often learn by mimicking. By code-switching, the teacher can provide an easy way for them to learn and understand words or phrases when they are mixed with the language they understand.
4. **Aids Cognitive Flexibility:** According to Kim and Runco (2022), code-switching encourages learners to practice metalinguistic awareness in order to understand a spoken language properly. This helps to enhance their cognitive flexibility in adapting to language structures and linguistic rules.

## **The importance of language Convergence to Multilingualism in language Teaching and Learning**

Bechet et al. (2019) defines language convergence, is used to refer to the process where speakers of different languages interact and influence one another's language. This results in the mix of language features. Due to Multiethnicity, it is not strange to find learners from different ethnic groups in one class in Nigeria. In states like Lagos, Port Harcourt, Kano, Abuja and other Nigerian cities, people from different tribes attend school together; learners from Hausa, Igbo, Yoruba, Kanuri, Edo and other backgrounds meet in class. This leads to language convergence, where the learners speak their language in class, usually done through code-switching. Some learners learn other Nigerian languages through this method

Language convergence further aids multilingualism in language learning and teaching as the learners can learn from one another and they can easily learn an official language to aid communication within the class (Gulteken,2024).

Language Convergence can aid multilingualism in different ways:

1. **Language Development:** Language convergence can ensure the development of the language being learned (Garcia, 2017). When learners from different backgrounds attend a class, they can develop lexical borrowing from the different languages, improve grammar and syntax to make the language easier to learn and adopt a common pronunciation of words.
2. **Communication Facilitation:** language convergence aids communication as it simplifies language use and enhances the mutual understanding of learners (Martinez-Buffa & Safont, 2023). Since learners are from different backgrounds, understanding the language they are being taught in class is the only form of communication. This serves as a good motivation for learning the language.
3. **Cultural Exchange:** Language Convergence can aid the teacher-learner relationship and peer-to-peer relationship in a language learning class (Alshuraiaan, 2023). Since language is the gateway of culture, learners will be able to learn the culture of different ethnic groups in Nigeria. This is important for ethnic and religious tolerance in Nigeria.
4. **Teaching Strategies:** Language convergence can help teachers to use multilingualism to promote linguistic blending (Chin,2023). Language teachers can encourage code-switching, for instance, in order to encourage learners to learn other languages apart from the one they are being taught in class.

### **The Positive Impact of Multilingualism on Language Learning and Teaching in Nigeria**

All the language approaches and the forms of language learning and teaching in Nigeria delve further into the impact of Multilingualism on language teaching and learning in Nigeria. This spreads to traditional and non- formal forms of language learning and teaching.

Multilingualism, despite its various strengths, also has several weaknesses and challenges, especially in a developing country like Nigeria.

### **The Positive Impacts of Multilingualism on Language Learning and Teaching in Nigeria**

1. **Ease towards Language Learning:** Whether it is in a formal learning environment or an informal one, multilingualism allows learners to learn a language by observing, practicing and understanding the process. This gives them better mastery of the language and empowers them to use the language in everyday communication. Without multilingualism, learners will struggle with how to use the learned language as well as their mother tongue or any previous learned language (Okail, 2014). Multilingualism especially eases the learning process of learners in vocational schools and learners in secondary schools. Code-switching, language convergence and translanguaging all work towards making sure the learner can practice the language without the teacher's interference and outside the classroom. This has proven to be more effective than teaching learners through textbooks that many will not study outside the classroom.
2. **Improved Language Proficiency:** Krill and Dussias (2017) state that in order to effectively use a language, it is necessary to understand the language's structure and vocabulary. This can be done effectively through multilingualism. The learner can be a more natural speaker of the language through code-switching. When taught the native language with multilingualism, the learner can easily analyse the two languages and become a better speaker of their own language.
3. **Improved Academic Performance:** There is a relationship between the ability to learn languages and improved performance in classrooms (Chen,2023). When learners learn language through multilingualism, it improves their attention in class, enhances their problem-solving skills, improves their cognitive ability and enhances their memory.
4. **Socio-cultural Advantage:** Nigeria's tribalism and tribal politics have always been a cause for concern among nationalists and political observers. The six geopolitical zones in Nigeria are insecure about their future, and they regularly refuse to support one another because of historical differences. Multilingualism, especially language convergence, allows different languages and cultures to be discussed within the classroom. Alshuraiaan (2023) argues that this can prove beneficial in teaching learners how to become tolerant towards other ethnic groups, become familiar with learners from other groups, learn about culture from the languages and gain perspective towards the

proper treatment of people different from them. This may promote national unity and reduce ethnic prejudice among learners.

5. **Provision for Weak Learners:** learners who are weak in the official language of instruction may still be able to learn when a Multilingual approach is used (Garcia,2017). Through code-switching, they can follow the teacher's lessons. Through language convergence, they can learn from their fellow classmates who speak the same language and who can use everyday communication to explain to them. Through translanguaging, they can slowly mix the languages until they become better at speaking it.
6. **Increased Access to Education:** Parrish and Bailey (2024) state that through multilingualism, learners who ordinarily cannot access language education will be able to access it. Vocational learners or Almajiri learners from rural areas can learn another language through informal forms of language education. This will further bridge the gap between educated and non- educated Nigerians.
7. **Economic Opportunities:** Multilingualism in language learning creates effective language speakers who can ease into different languages. According to Akujiobi (2024) this gives them a competitive advantage over others in the labour market as well as over other business owners. With the language learned, entrepreneurs can form strong relationships with trade partners.

### **The Negative Impacts of Multilingualism on Language Learning and Teaching in Nigeria**

1. **Language Interference:** Multilingual language speakers may experience language interference, which happens when they confuse the two languages (Sirbu, 2015). This is dangerous for young language learners who may eventually experience difficulties in assimilating information. Some multilingual speakers may feel that the effort required to maintain multiple languages is burdensome, especially when language attrition occurs due to lack of use.
2. **Teacher Training:** Multilingualism can offer a strong challenge to teachers who may not be able to cope with the diversity in their classroom (Kyriakidis, 2024). Some teachers may feel more connected with learners who speak the same language with them and this may alienate the rest of the class.
3. **Funding:** Using a multilingual approach to language learning may prove expensive when the cost of hiring a multilingual teacher, purchase classroom materials and organize examinations is considered (Okal, 2014). The Nigerian education

system already experiences a lack of funding. The financial demands associated with multilingual education may increase school fees, thereby discouraging parental support.

### Recommendation

1. The government should strengthen multilingual education policies.
2. Teachers should receive multilingual pedagogy training.
3. Schools should adopt translanguaging strategies.
4. More research should focus on technology and multilingual learning.

### Conclusion

Language teaching and learning in Nigeria continue to evolve alongside changes in society, technology, and learner diversity. This study has shown that multilingualism plays a significant role in Nigerian education by promoting language proficiency, cognitive flexibility, cultural tolerance, and classroom participation through practices such as translanguaging, code-switching, and language convergence. However, challenges such as language interference, inadequate teacher training, poor funding, and inconsistent language policies remain major obstacles. The study therefore concludes that multilingualism should be viewed as an educational asset rather than an obstacle. To improve language teaching and learning outcomes, schools and policymakers should adopt inclusive multilingual approaches, strengthen indigenous language policies, and provide adequate teacher training and instructional support. Further research on multilingual and multimodal teaching strategies is also necessary for effective classroom implementation in Nigeria.

### References

- Abdus Salam, Y. O., & Bin Mohammad, S. (2022). The educational impact of Al-Azhar University in Southwestern Nigeria: A case study of Arabic-Islamic schools in Yorubaland. *International Journal of Contemporary Islamic Education*, 4(1), 1–15. <https://doi.org/10.24239/ijcied.vol4.iss1.27>
- Adamu, I. (2016). The role of teacher training institutions in technical and vocational education and training (TVET) in Nigeria. *Journal of Advanced Research in Social and Behavioural Sciences*, 3(1), 46–51. [https://www.akademiabaru.com/doc/ARSBSV3\\_NI\\_P46\\_51.pdf](https://www.akademiabaru.com/doc/ARSBSV3_NI_P46_51.pdf)
- Adebileje, A., & Akinola, A. (2020). Teaching and learning English as a second language in Nigeria: Examining evolving approaches and methods. *Theory and Practice in Language Studies*, 10(9), 1015–1024. <https://doi.org/10.17507/tpls.1009.02>

- Adejimola, A. (2010). *US-China education review*. *US-China Education Review*, 7(11). <https://files.eric.ed.gov/fulltext/ED514803.pdf>
- Agbo, O., & Plag, I. (2020). The relationship of Nigerian English and Nigerian Pidgin in Nigeria: Evidence from copula constructions in ICE-Nigeria. *Journal of Language Contact*, 13(2), 351–388. <https://doi.org/10.1163/19552629-bja10023>
- Akanbi, G. O., & Jekayinfa, A. (2019). Education and emancipation, educational policies and “de-emancipation”: A history of the Nigerian education system from 1914 to 2014. *Espacio, Tiempo y Educación*, 6(2). <https://doi.org/10.14516/ete.230>
- Akujobi, O. (2019). The power of multilingualism in a globalised economy. *IGWEBUIKE: An African Journal of Arts and Humanities*, 5(1). <https://www.igwebuikeresearchinstitute.org/journal/5.1.9.pdf>
- Alisoy, H. (2024). Exploring language acquisition: The role of native language interference in ESL learners. *Journal of Azerbaijan Language and Education Studies*, 1(1), 50–67. <https://doi.org/10.69760/sales.2024.00105>
- Alshuraiaan, A. (2023). Exploring the relationship between teacher-learner interaction patterns and language learning outcomes in TESOL classrooms. *Journal of English Language Teaching and Applied Linguistics*, 5(3), 25–34. <https://doi.org/10.32996/jeltal.2023.5.3.3>
- Becher, V., House, J., & Kranich, S. (2009). Convergence and divergence of communicative norms through language contact in translation. *Hamburger Studies in Multilingualism*, 125–152. <https://doi.org/10.1075/hsm.8.06bec>
- Cenoz, J., & Gorter, D. (2023). Multilingualism at school and multilingual education. In *International encyclopedia of education* (4th ed., pp. 188–194). Elsevier. <https://doi.org/10.1016/B978-0-12-818630-5.08033-7>
- Chen, K. (2023). The relationship between learning styles and foreign language learning. *Journal of Education, Humanities and Social Sciences*, 8(1), 801–806. <https://doi.org/10.54097/ehss.v8i.4362>
- Chijindu, V. C. (2012). Use of ICT in knowledge consolidation and management: The case of WAEC review questions on English language in Nigeria. *African Journal of Computing & ICT*, 5(2), 115–127. <https://www.researchgate.net/publication/307907231>
- Chin, S. (2023). Linguistic diversity and justice: The role of artificial languages in multilingual societies. *Journal of Language and Translation*, 24(2), 71–89. <https://doi.org/10.22425/jul.2023.24.2.71>
- Daniel-Kalio, B. (2018). Historical analysis of educational policies in Nigeria: Trends and implications. *International Journal of Scientific Research in Education*, 11(2), 247–264. [https://www.ij sre.com.ng/assets/vol11\(2\)-daniel-kalio.pdf](https://www.ij sre.com.ng/assets/vol11(2)-daniel-kalio.pdf)
- Donley, K. (2022). Translanguaging as a theory, pedagogy, and qualitative research methodology. *NABE Journal of Research and Practice*, 12(6), 1–16. <https://doi.org/10.1080/26390043.2022.2079391>
- Duze, C. (2011). Falling standards of education in Nigeria: Empirical evidence in Delta State of Nigeria. *LWATI: A Journal of Contemporary Research*, 8(3), 1–12. <https://www.ajol.info/index.php/lwati/article/view/79352>
- Duze, C. O. (2011). Implementation of the mother-tongue/language component of the national policy on education in Nigeria. *LWATI: A Journal of Contemporary Research*, 8(1), 57–72. <https://www.semanticscholar.org/paper/4bf7b834864388a0464828cd2d847985cc06652f>
- Eze, N. G., Umeh, I. A., & Anyanwu, E. C. (2022). Code switching and code mixing in teaching and learning of English as a second language: Building on knowledge. *English Language Teaching*, 15(9), 106–117. <https://doi.org/10.5539/elt.v15n9p106>

- Garcia, O. (2017). Critical multilingual language awareness and teacher education. In J. Cenoz et al. (Eds.), *Language awareness and multilingualism* (pp. 263–280). Springer.
- Gulteken, O. (2024). *The essentials of teaching English to young learners*. Akademisyen Kitabevi. <https://doi.org/10.37609/akya.3160>
- Herawati, H., & Fitriani, S. (2021). Using code-switching as a teaching strategy in classrooms for low English proficiency learners. *English Education Journal*, 12(4), 540–557. <https://doi.org/10.24815/eej.v12i4.19109>
- Ihuoma, C. (2024, October 25). Bridging the literacy gap in Nigeria. *Veriv Africa*. <https://www.verivafrika.com/insights/bridging-the-literacy-gap-in-Nigeria>
- Imam, H. (2012). Educational policy in Nigeria from colonial era to the post-independence period. *Italian Journal of Sociology of Education*, 1(1). [https://ijse.padovauniversitypress.it/system/files/papers/2012\\_1\\_8\\_0.pdf](https://ijse.padovauniversitypress.it/system/files/papers/2012_1_8_0.pdf)
- Kalaja, P., & Pitkänen-Huhta, A. (2020). Raising awareness of multilingualism as lived-in the context of teaching English as a foreign language. *Language and Intercultural Communication*, 20(4), 340–355. <https://doi.org/10.1080/14708477.2020.1786918>
- Kim, D., & Runco, M. (2022). Role of cognitive flexibility in bilingualism and creativity. *Journal of Creativity*, 32(3), Article 100032.
- Kroll, J. F., & Dussias, P. E. (2017). The benefits of multilingualism to the personal and professional development of residents of the US. *Foreign Language Annals*, 50(2), 248–259. <https://doi.org/10.1111/flan.12271>
- Kumar, T., Nukapangu, V., & Hassan, A. (2021). Effectiveness of code-switching in language classrooms in India at the primary level: A case of L2 teachers' perspectives. *Pegem Journal of Education and Instruction*, 11(4). <https://doi.org/10.47750/pegegog.11.04.37>
- Kyereko, D. O., Smith, W. C., Hlovor, I., & Keney, G. (2022). Understanding grade repetition from the perspectives of teachers and principals in basic schools in Ghana. *International Journal of Educational Development*, 93, 102633. <https://doi.org/10.1016/j.ijedudev.2022.102633>
- Kyriakidis, K., Koikas, E., & Elbahwashy, H. (2024, March). Overcoming teaching challenges in multicultural and multilingual classrooms. In *Proceedings of the International Conference on Society and Information Technologies*. <https://doi.org/10.54808/icsit2024.01.47>
- Lopez, A. A., Turkan, S., & Guzman-Orth, D. (2017). Conceptualising the use of translanguaging in initial content assessments for newly arrived emergent bilingual learners. *ETS Research Report Series*, 2017(1), 1–12. <https://doi.org/10.1002/ets2.12140>