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Empowering Indigenous Languages and Cultural Identities through Translanguaging in Nigerian Primary Schools

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ABSTRACT

This study examined how translanguaging empowered Indigenous languages and cultural identities in Nigerian primary schools, addressing the research gap concerning the limited understanding of translanguaging as a classroom support mechanism for Indigenous language maintenance. The specific objectives of the study were to examine how translanguaging strategies were implemented, to assess their influence on linguistic proficiency, and to evaluate their effect on cultural identity and self-esteem among Indigenous pupils. Guided by a sociocultural and translanguaging theoretical framework, the study adopted a mixed-methods design involving classroom observations, student interviews, and language proficiency assessments conducted across four primary schools with high Indigenous learner populations. The study found that translanguaging practices improved students' ability to alternate between Indigenous and dominant languages with greater competence, strengthened classroom participation and learning outcomes, and enhanced cultural awareness and pride. The study concluded that translanguaging promoted linguistic development, preserved cultural identity, and reduced the marginalisation of Indigenous languages in formal schooling. The study contributed to existing knowledge by providing empirical evidence on the practical value of translanguaging in multilingual basic education, revealing its potential to inform equitable language education policies. The study also reveals the need for curriculum planners to adopt translanguaging as a tool for linguistic diversity, cultural sustainability, and inclusive pedagogy.

Keywords: Translanguaging; Indigenous Languages; Cultural Identity; Multilingual Education; Social Justice

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1. Introduction

Nigeria, known for its rich cultural values and remarkable linguistic diversity, is home to over 500 distinct languages, making it one of the most linguistically diverse countries in the world^[1]. This wide range of languages reflects the country's societal composition, shaped by hundreds of ethnic groups across varied geographical regions, from the savannahs in the north to the rainforests and coastal areas in the south. Linguistically, Nigeria is broadly classified into three major language families—Niger-Congo, Afro-Asiatic, and Nilo-Saharan—each contributing to the country's cultural and communicative heritage^[2]. However, the abundance of languages presents significant challenges, particularly in education and national integration. The preservation and promotion of Indigenous languages remain a pressing concern, as many risk marginalization within the formal school system, where English, the official language, dominates instruction and communication^[3].

Nigeria's linguistic diversity reflects its cultural heritage and historical evolution. Numerous Indigenous languages are spoken by distinct ethnic groups, each with its unique linguistic characteristics and cultural values. The Niger-Congo family is most prominent, including languages such as Yoruba, Igbo, and Hausa, widely spoken across the southern, eastern, and northern regions, respectively. Languages from the Afro-Asiatic family, such as Fulfulde and Kanuri, and from the Nilo-Saharan family, such as Nupe and Tiv, further enrich the country's linguistic profile. Despite this diversity, English remains the dominant language in education and official communication, established during colonial rule and maintained after independence. Indigenous languages often receive limited recognition and support in schools, restricting their use to informal contexts and reducing their role in cultural expression.

The status of Indigenous languages in education reflects broader socio-political and historical factors. Some Indigenous languages, particularly Yoruba, Hausa, and Igbo, have partial recognition within regional educational systems, but their integration into national educational policies is uneven^[4]. Indigenous languages are often taught as subjects or used informally in areas where students speak them as first languages. However, limited standardized curricula, a shortage of qualified teachers proficient in Indigenous languages, and inadequate instructional materials hinder their

effective integration^[5]. The marginalization of Indigenous languages in schools contributes to linguistic and cultural erosion among younger generations. Many children grow up in environments dominated by English in instruction, media, and official communication. This often leads to a shift toward English, as proficiency in it is perceived to provide better academic and socio-economic opportunities. The result is a gradual decline in intergenerational transmission of Indigenous languages, placing their survival and cultural vitality at risk.

The dominance of English-centered education has implications for Nigeria's cultural and linguistic diversity. Indigenous languages, central to community identity and heritage, face threats of erosion and decline. English as the primary medium of instruction marginalizes Indigenous languages and can create inequalities and cultural dissonance for students from Indigenous language backgrounds^[6]. The neglect of Indigenous languages in schools affects both linguistic diversity and the cultural self-esteem of communities. Access to quality education often depends on English proficiency, giving students fluent in English a significant advantage. Those less proficient may face academic challenges, which can limit socio-economic mobility and reinforce cycles of marginalization^[7].

The marginalization of Indigenous languages in primary education poses critical challenges to cultural heritage and language preservation^[8]. Although Nigeria has over 500 Indigenous languages across its diverse ethnic groups, the dominance of English as the official language and medium of instruction limits their educational use. Educational policies and school practices often fail to recognise or support Indigenous languages, relegating them to informal use^[9]. Many children enter primary schools where English is the sole language of instruction, creating barriers to academic success and cultural identity development.

There is a need for innovative strategies to integrate Indigenous languages into the education system. Current practices frequently overlook the linguistic and cultural resources present in Indigenous languages, which perpetuates inequalities and hinders inclusive learning^[10]. Effective strategies should ensure that Indigenous children have equal access to quality education while promoting pride in their linguistic and cultural heritage. These approaches should consider the socio-cultural context of Indigenous communi-

ties, provide teachers with adequate pedagogical tools, and support policies that recognise the value of multilingual education. Promoting Indigenous languages in schools through such strategies can support language preservation, strengthen cultural identity, and create inclusive learning environments.

This study focuses on translanguaging as a potential strategy for enhancing the role of Indigenous languages in primary education. Translanguaging involves the flexible use of multiple languages to support learning and communication, offering a means to integrate Indigenous languages alongside English. The study aims to examine how translanguaging can empower Indigenous languages, reduce their marginalization, and foster cultural resilience. Additionally, it explores the impact of translanguaging on students' linguistic proficiency and cultural identity. The study seeks to demonstrate how translanguaging can reinforce cultural pride while supporting academic performance by assessing how students develop skills in both English and their Indigenous languages.

A mixed-methods approach guides the study, including classroom observations, student interviews, and language proficiency assessments. This approach aims to provide empirical evidence on the effectiveness of translanguaging in promoting Indigenous languages within primary education. The study seeks to show the potential of translanguaging to enhance educational outcomes, support linguistic diversity, and maintain cultural heritage by understanding how students negotiate multiple languages in learning environments. Through these findings, the study advocates for policies and practices that recognise multilingual education as an essential tool for equitable and inclusive learning.

Nigeria's linguistic diversity reflects a rich cultural heritage but also poses challenges for education and language preservation. Indigenous languages face marginalization within English-dominated schools, leading to reduced intergenerational transmission, cultural erosion, and educational inequalities. Addressing these challenges requires innovative strategies, such as translanguaging, that integrate Indigenous languages into classroom practices. Translanguaging can support both language and cultural development, enhance students' learning experiences, and foster inclusive educational settings. Strengthening the role of Indigenous languages in primary education not only preserves cultural heritage but also promotes social equity and linguistic resilience across

Nigeria.

2. Literature Review

2.1. What Is Translanguaging?

Translanguaging is a pedagogical practice and instructional strategy that involves using a bilingual learner's complete linguistic repertoire to support meaning-making and enhance communication^[11]. It entails the purposeful alternation between languages in both spoken and written forms, allowing learners to maximize their communicative potential and integrate their language skills for effective learning. This approach enables learners to use their first language (L1) alongside the target language (L2), promoting fluidity and inclusivity in classroom activities. In practice, learners may switch between languages within a single activity, using one language to receive information and another to process or express it^[12].

The process of translanguaging allows students to engage with content in multiple languages, facilitating understanding and critical thinking. It is more than simple code-switching, as it involves the complementary use of languages to construct meaning and gain knowledge^[13]. Translanguaging encourages new exchanges between languages and helps learners access understandings that might be restricted by fixed language roles. Alternating between languages for both input and output in the same lesson enables students to manipulate information, compare concepts, and develop multilingual competencies.

Pedagogical translanguaging leverages the linguistic resources of bilingual or multilingual learners to enhance learning across subjects^[14]. It supports the transfer of knowledge from one language to another, allowing students to draw on their entire linguistic repertoire in educational contexts. Translanguaging promotes intentional and strategic use of multiple languages, enabling students to switch fluidly between languages to deepen comprehension and engagement. Unlike traditional approaches that separate languages, translanguaging recognizes the dynamic nature of language use and supports more inclusive classroom interactions.

This instructional approach also contributes to the development of literacy in multiple languages. Learners interacting with texts, concepts, and tasks across languages can develop reading, writing, and comprehension skills simulta-

neously. Translanguaging challenges conventional boundaries that define languages as separate systems, encouraging students to combine linguistic practices to solve problems and communicate effectively^[15]. The approach creates opportunities for learners to express their thoughts more fully, drawing on their cultural and linguistic backgrounds to enhance learning experiences.

In classroom practice, translanguaging can take many forms, including reading a text in one language and discussing it in another, writing drafts in one language and revising in another, or presenting ideas across multiple languages within the same activity^[16]. This method values students' first languages as resources rather than obstacles, fostering engagement and confidence. Translanguaging also helps address the needs of multilingual learners by accommodating diverse linguistic backgrounds and supporting equity in learning environments. Integrating multiple languages deliberately and strategically allows students to gain stronger comprehension, develop language awareness, and improve problem-solving skills.

2.2. Review of Studies on Translanguaging

Interest in translanguaging as an educational strategy has increased substantially, prompting research on its use in diverse linguistic contexts. This section reviews key studies on translanguaging, focusing on the benefits and challenges associated with its implementation across educational settings. It also establishes the context for examining the role of translanguaging in empowering indigenous languages, particularly in environments where these languages are often marginalized. Research shows that translanguaging supports more inclusive, engaging, and effective learning by integrating students' full linguistic repertoires.

In first-grade multilingual literacy classrooms in Zambia, educators face challenges in implementing translanguaging pedagogical practices due to mismatches between the language of instruction and learners' dominant home languages. In Lundazi District, instruction occurs primarily in Cinyanja, whereas many learners are more familiar with Tumbuka^[17]. This language gap limits communication and learning, reducing classroom engagement and comprehension. Language policies that have remained unchanged for decades contribute to this challenge, failing to reflect the evolving linguistic environment. Additional obstacles include limited instructional

materials, inadequate teacher training, and insufficient support for multilingual practices. Findings from this context suggest that revising language policies to support multilingual education could enhance literacy outcomes and better accommodate the diverse linguistic needs of learners.

Studies examining foreign language instruction indicate that translanguaging fosters active participation, enhances confidence, and promotes comprehension in multilingual classrooms^[18, 19]. Students using their first language alongside the target language engage in tasks more effectively, such as translating texts, identifying key elements, and discussing concepts across languages. Translanguaging encourages learners to integrate multiple strategies in processing information, enhancing understanding and retention. Classrooms that allow flexible language use create supportive environments where learners can leverage prior knowledge while developing new language skills. Systematic reviews of translanguaging in secondary English as a Foreign Language (EFL) classrooms also demonstrate its impact on performance, comprehension, and fluency^[19]. Allowing learners to use their full linguistic repertoire fosters deeper understanding and active engagement in tasks. Translanguaging supports confidence in the target language, while maintaining access to home languages strengthens comprehension and communication. Educational approaches that incorporate translanguaging promote inclusive teaching practices, improving academic outcomes, and increasing learner participation in multilingual contexts.

Translanguaging has been shown to enhance speaking fluency among non-English major students in higher education settings^[20]. Allowing learners to combine their first language with English enables more effective oral communication, helps bridge comprehension gaps, and supports clearer expression of ideas. Classroom environments that integrate translanguaging provide students with opportunities to experiment with language use, develop confidence, and strengthen proficiency. Using multiple languages in instruction also encourages learners to think critically about content while negotiating meaning across linguistic boundaries. Research indicates that translanguaging enriches learning experiences, particularly in multilingual classrooms^[21]. Utilizing students' complete linguistic repertoires validates linguistic identities and promotes engagement, supporting better comprehension and retention. Pedagogical practices that

encourage translanguaging enable learners to interact with texts and concepts across languages, fostering literacy and language development simultaneously. Integrating multiple languages strategically allows students to approach learning in a more dynamic, responsive manner, accommodating diverse linguistic backgrounds.

Studies examining the relationship between translanguaging and literacy reveal its contribution to enhancing reading, writing, and comprehension skills. Learners using multiple languages simultaneously develop a stronger awareness of language structures, vocabulary, and discourse practices. Classroom activities designed to incorporate translanguaging facilitate collaborative learning, where students negotiate meaning and share strategies across languages^[22]. These practices support multilingual development while addressing challenges posed by the exclusive use of the dominant language in instruction. Practical guides for educators emphasize translanguaging as a strategy to foster inclusive and effective learning. Instructions for classroom implementation reveal ways to integrate students' bilingual or multilingual abilities to improve comprehension, participation, and engagement. Translanguaging supports equitable learning, allowing learners to contribute using their home languages and building connections between prior knowledge and new content^[23]. Such guidance encourages teachers to design lessons that are responsive to students' linguistic backgrounds, supporting confidence, interaction, and achievement.

Theoretical perspectives position translanguaging as a framework that challenges traditional views of language as fixed and separate. Multilingual learners naturally draw on all available linguistic resources to communicate, learn, and express identity^[24]. Translanguaging enables problem-solving, meaning-making, and knowledge construction across languages, integrating cultural and linguistic experiences. Understanding language use in this way informs teaching strategies and curriculum design, suggesting that multilingual learners benefit from practices that support flexible, complementary use of languages. Although research on translanguaging has predominantly focused on foreign language and multilingual classroom contexts, its application to indigenous languages in African educational systems remains limited. Studies reveal benefits such as increased comprehension, engagement, and language development, yet they rarely examine educational environments where in-

digenous languages are marginalized alongside colonial languages^[23–25]. In Nigeria, English dominates as the medium of instruction, while many indigenous languages are under-represented in schools. This creates a disconnect between home language use and formal learning environments, negatively affecting understanding, participation, and cultural identity development.

Translanguaging has the potential to bridge gaps in multilingual classrooms where students' home languages differ from instructional languages. Integrating indigenous languages alongside English can support comprehension, literacy, and confidence while fostering cultural preservation. Classroom practices that draw on learners' linguistic resources validate home languages, enhance understanding, and create inclusive educational experiences. Empirical evidence suggests that implementing translanguaging in primary education can empower marginalized languages and strengthen learners' engagement with content^[25, 26]. Using students' full linguistic repertoires allows for smoother transitions between languages, improved comprehension, and greater participation in classroom activities. Translanguaging practices can provide models for policy changes that support multilingualism and the inclusion of indigenous languages in curricula. Integrating these practices ensures that educational systems acknowledge linguistic diversity, promote equity, and sustain cultural heritage.

This study builds on existing research by applying translanguaging to Nigeria's indigenous languages. While previous studies focus on foreign language and multilingual contexts, limited attention has been given to educational systems where home languages are undervalued. Investigating translanguaging in primary schools offers insights into how indigenous languages can be strengthened, literacy enhanced, and cultural identity maintained alongside English instruction. Such research provides evidence for strategies that make multilingual education both practical and effective in contexts with linguistic and cultural diversity.

2.3. Indigenous Languages in Education

Research on the use of Indigenous and mother-tongue languages in formal education indicates several consistent findings. Mother-tongue or mother-tongue-based bilingual programmes improve early literacy, cognitive understanding, and learner participation compared with immediate exclusive

use of a colonial language as the medium of instruction. Studies conducted in Nigeria and comparable African contexts report that instruction in children's first languages enhances comprehension, increases school attendance, and supports cultural continuity^[26, 27]. Attitudinal factors also play an important role; when parents, teachers, and learners value Indigenous languages, implementation tends to be more effective.

The reviewed studies demonstrate clear pedagogical benefits and policy relevance. Position papers and systematic country reviews argue for mother-tongue instruction as essential for educational quality and linguistic rights. Evidence suggests that early instruction in Indigenous languages helps students build foundational skills that facilitate later learning in additional languages^[28–30]. These studies also reveal how acknowledging learners' home languages can foster inclusion, engagement, and positive identity development. Despite these contributions, notable limitations remain. Many studies rely on cross-sectional designs or short-term interventions, offering limited insight into long-term language maintenance and intergenerational effects. Methodologically, research often depends on small-scale qualitative case studies or descriptive surveys, with insufficient longitudinal or mixed-methods designs to triangulate achievement data, attitudes, and sociocultural outcomes. Theoretical frameworks frequently import concepts developed in Western contexts, such as deficit models of bilingualism, without adequately engaging local epistemologies or community knowledge systems. This approach can understate the sociopolitical factors influencing language use in Nigerian classrooms.

Policy and implementation challenges are evident. Scarce teaching materials in Indigenous languages, limited teacher training, and weak enforcement of language policies restrict the effectiveness of mother-tongue instruction^[31]. Few studies test scalable solutions to these constraints, leaving gaps in evidence on practical approaches that could be applied in resource-limited contexts. Addressing these issues requires integrating local knowledge, community engagement, and contextually appropriate teaching strategies into policy and practice.

The present study addresses these gaps by focusing specifically on Indigenous languages in Nigerian primary schools, an area under-represented in existing research. Employing a mixed-methods, multi-site design, the study

combines classroom observation, standardised linguistic-proficiency assessments, and in-depth interviews to capture both immediate learning outcomes and shifts in cultural identity and attitudes. Incorporating stakeholder perspectives, including parents, teachers, and local language experts, ensures recognition of community language practices as valid knowledge sources. Practical translanguaging strategies, such as teacher-developed bilingual materials and in-service training modules, are tested for feasibility within existing policy constraints. These strategies aim to strengthen Indigenous language use, support literacy development, and provide scalable, evidence-based recommendations that respond to documented infrastructural limitations. Evidence from this work has implications for designing inclusive educational practices that integrate Indigenous languages while maintaining alignment with national curricular requirements. It also demonstrates how context-sensitive strategies can bridge gaps between home language practices and school instruction, fostering linguistic, cognitive, and socio-cultural benefits for learners.

2.4. Cultural Identity and Self-Esteem in Education

Language serves as a fundamental mechanism through which individuals express values, beliefs, and collective memory within a community. For Indigenous communities, language embodies cultural heritage and societal norms passed across generations, providing a sense of belonging and continuity^[32]. The connection between language and culture influences identity formation, shaping how individuals perceive themselves and their roles in society. Language facilitates communication while also carrying cultural practices, rituals, and worldviews that define community identity.

Educational environments that embrace linguistic diversity can enhance students' understanding of cultural diversity and foster respect for multiple ways of knowing and being. Valuing Indigenous languages alongside the dominant language of instruction affirms students' cultural identities and validates their linguistic repertoires^[33]. Recognition of home languages within learning spaces strengthens self-esteem, as students see their heritage reflected and appreciated in formal education. Conversely, neglecting Indigenous languages or enforcing monolingual policies can erode cultural identity, leading to marginalization and feelings of exclusion.

Language policies in schools influence students' sense of self and cultural pride, affecting experiences of acceptance and belonging^[34]. Policies that encourage multilingualism and translanguaging enable learners to use their native languages confidently, reinforcing cultural identity and agency^[34]. Empowerment through language fosters positive self-concepts and enhances engagement and academic performance. Restrictive language policies, which marginalize Indigenous languages, can stigmatize students, reinforcing perceptions of inferiority and cultural loss.

Acknowledging Indigenous languages in education also supports societal goals of social justice and equity, challenging dominant discourses that privilege one language over others. Educational institutions that affirm linguistic diversity create inclusive environments where students from multiple linguistic backgrounds feel valued and respected^[35]. Validation of language and culture strengthens self-esteem while promoting intercultural understanding and cooperation among peers. Students in such settings can confidently navigate between their cultural heritage and broader social contexts, fostering agency and a sense of belonging within schools.

Studies on translanguaging demonstrate that this practice enhances learning outcomes, fosters engagement, and validates linguistic identities in multilingual contexts. Empirical classroom evidence shows that translanguaging enables learners to integrate multiple languages effectively, supporting comprehension and participation^[36]. Translanguaging contributes to broader theoretical perspectives on bilingual and multilingual education, illustrating how flexible language use can support inclusive learning^[37]. Limitations exist, as research has often focused on foreign or second-language learning contexts, with insufficient attention to Indigenous language settings in African countries.

Methodologically, most research relies on qualitative classroom observations and small-scale interventions, limiting insights into long-term impacts on linguistic identity and cultural resilience. Few studies explore translanguaging within contexts where Indigenous languages are marginalized, leaving gaps in understanding its role in cultural identity development^[37–40]. Western-centric frameworks dominate much of the literature, without fully considering local sociolinguistic realities, community knowledge, or educational practices. This creates a need for research grounded in spe-

cific African contexts that addresses both linguistic and cultural outcomes.

3. Methodology

The study employs a mixed-methods approach, combining qualitative and quantitative data collection and analysis. It focuses on a sample of 200 Primary 6 students from four primary schools in Ibadan, Nigeria, chosen for their significant Indigenous student populations. The schools were identified through purposive sampling, using criteria such as location in linguistically diverse communities, high enrolment of Indigenous students, and willingness of administrators to participate. Within each school, two classrooms were selected, giving a total of eight classrooms. Primary 6 was targeted because it represents the transitional stage before secondary school, making it a crucial level for examining language practices that affect both academic achievement and cultural identity.

Data collection methods included classroom observations, student interviews, and linguistic proficiency assessments. Observations were conducted in each classroom twice a week over eight weeks, with each session lasting 45 min. A structured observation protocol was employed, focusing on teacher-student interactions, translanguaging practices, and peer communication. Notes were complemented by audio recordings, which were later transcribed for accuracy. Student interviews were semi-structured, conducted in English and Yoruba depending on student preference, and facilitated by trained research assistants. Interviews were audio-recorded with consent and subsequently transcribed and translated where necessary. The interview guide covered students' perceptions of Indigenous language use, cultural identity, and classroom experiences.

For proficiency assessments, a combination of teacher-designed and adapted standardized tests was used. Yoruba language proficiency was assessed through reading comprehension, vocabulary, and oral fluency tasks validated by language experts, while English proficiency was measured using a locally adapted version of the Nigerian Primary School Leaving Certificate examination components. Assessments were administered at the start and end of the study to capture progress. Scores were analysed quantitatively to determine the impact of translanguaging practices on bilingual

proficiency. Students' self-esteem was measured using an adapted version of the Rosenberg Self-Esteem Scale, contextualised for school-aged children in Nigeria. The instrument was administered twice (pre- and post-intervention) to track changes, and responses were scored using a 4-point Likert scale, with higher scores indicating greater self-esteem.

The qualitative data from observations and interviews were analysed to identify linguistic patterns. A thematic analysis was applied, following Braun and Clarke's six-step procedure of coding, theme development, and interpretation. Interview transcripts and observation notes were coded manually and later cross-checked by a second coder to ensure reliability. The quantitative data from proficiency assessments were statistically analysed using paired-sample *t*-tests to measure progress in both Indigenous and English language proficiency. Self-esteem scores were analysed using descriptive statistics and paired *t*-tests to assess changes over time.

Triangulation was achieved by comparing findings from the three data sources—observations, interviews, and proficiency/self-esteem assessments—to confirm recurring themes and validate results. Ethical approval was obtained from the University of Ibadan Research Ethics Committee. Informed consent was secured from school administrators, parents, and teachers, while verbal assent was obtained from all participating students. Confidentiality was maintained by anonymising student data, and participation was voluntary with the option to withdraw at any time. Triangulation of these data sources ensured the reliability and validity of the

findings.

4. Data Analysis and Interpretation

The results section presents findings from the study on integrating translanguaging practices in Nigerian primary schools. This section explores how these strategies influence Indigenous students' linguistic proficiency, cultural identity, and self-esteem, offering insights into the potential of translanguaging to revitalize and empower Indigenous languages within a monolingual educational context.

4.1. Description and Analysis of Translanguaging Practices Observed in Classrooms

In the study, classroom observations were conducted across four primary schools in Ibadan, focusing on 200 Primary 6 students. The observations revealed diverse translanguaging practices, quantified and analysed to understand their prevalence, effectiveness, and contextual relevance.

From **Table 1**, code-switching was the most frequently observed practice, occurring in 75% of the classrooms. This involved teachers switching between the dominant school language and Indigenous languages to clarify concepts and instructions. This strategy was selected more often than others because it is spontaneous, requires no additional resources, and directly responds to students' comprehension needs in real time. For example, a teacher explaining a mathematics problem might begin in English but switch to Yoruba to ensure that students understand the procedural steps.

Table 1. Frequency of Translanguaging Practices.

Practice	Frequency	Percentage
Code-switching	150	75%
Concurrent use of languages	120	60%
Bilingual instructional materials	80	40%
Peer-to-peer language support	130	65%

The concurrent use of languages was seen in 60% of classrooms, where teachers and students used both languages simultaneously during lessons. This practice was utilised because it mirrors natural bilingual interaction, allowing students to explore meaning without rigid language separation. For instance, during a reading comprehension activity, a teacher would read a passage in English while students dis-

cussed the meaning in Yoruba before jointly formulating an answer in English.

Bilingual instructional materials, such as textbooks and handouts, were used in 40% of the classrooms, aiding comprehension and engagement. This comparatively lower usage reflects the practical difficulty of producing such materials, yet their inclusion was highly beneficial when available. For

example, a science teacher used a bilingual handout with diagrams labelled in both English and Yoruba to explain plant parts, which made the lesson accessible to all learners regardless of their dominant language.

Peer-to-peer language support was observed in 65% of classrooms, where students helped each other understand content using their native languages alongside the dominant language. This practice was frequently employed because it promotes collaborative learning and allows weaker students to benefit from stronger peers. For example, during group work in Social Studies, a student who grasped the concept in English explained it again in Yoruba to peers who were struggling, thereby reinforcing understanding for the whole group.

These practices significantly contributed to students' understanding and engagement. The high frequency of code-switching and concurrent language use emphasises the active role of translanguaging in facilitating comprehension. The relatively lower but still substantial use of bilingual materials and peer support indicates supplementary strategies that bolster learning. The observed patterns show that teachers and learners chose certain strategies based on accessibility, immediacy, and effectiveness in addressing comprehension challenges. The data suggest that integrating these practices

can enhance linguistic proficiency and cultural identity, as students explore and bridge their linguistic worlds within the classroom setting. This reinforces the argument for adopting translanguaging practices to support Indigenous languages and cultural inclusion in education.

4.2. Teachers' Roles and Strategies in Facilitating Translanguaging

The study examined the roles and strategies of teachers in facilitating translanguaging practices across four primary schools in Ibadan, involving 200 Primary 6 students. Observations identified various strategies employed by teachers to integrate translanguaging into their classrooms.

Table 2 shows that explicit instruction in both languages was the most common strategy, used by 70% of teachers. This involved providing explanations and instructions in both the dominant language and Indigenous languages, ensuring comprehension for all students. This was selected more often because it is a direct way of scaffolding learning and minimising exclusion. For example, a teacher teaching fractions might first give the explanation in English, then repeat the steps in Yoruba to ensure all students could follow.

Table 2. Teachers' Strategies in Facilitating Translanguaging.

Strategy	Frequency	Percentage
Explicit instruction in both languages	140	70%
Collaborative group activities	110	55%
Use of visual aids and bilingual resources	90	45%
Encouraging student contributions in both languages	160	80%

Collaborative group activities, observed in 55% of classrooms, promoted peer interaction and mutual language support among students. Teachers relied on this strategy because it encourages active participation and allows students to draw on their full linguistic repertoires. For instance, in a group project on local governance, students discussed roles in Yoruba but prepared and presented their findings in English.

Use of visual aids and bilingual resources was employed by 45% of teachers. These included bilingual charts, flashcards, and multimedia tools to reinforce learning. Although less frequent due to resource limitations, these strategies provided valuable multimodal reinforcement. For ex-

ample, a teacher displayed a bilingual poster of animals with English and Yoruba labels, which students referred to during a science lesson.

The most prevalent strategy, encouraging student contributions in both languages, was observed in 80% of classrooms, where teachers actively invited students to participate and express themselves in either language. This was used most often because it validated students' linguistic identities and boosted confidence. For instance, a teacher might ask a student to answer in Yoruba first and then repeat or translate the response into English, turning the process into a learning opportunity for the whole class.

The data in **Table 2** suggest that teachers play a crucial

role in facilitating translanguaging by employing diverse strategies that promote a bilingual learning environment. Explicit instruction in both languages ensures clarity and inclusivity, while collaborative activities and visual aids support interactive and multimodal learning. Encouraging student contributions in both languages not only enhances linguistic proficiency but also validates and empowers students' cultural identities. The preference for strategies that actively involve learners—such as contributions in both languages and group activities—shows that teachers prioritised engagement and inclusivity over resource-heavy practices. These strategies emphasise the importance of teacher involvement in successfully integrating translanguaging practices to support Indigenous languages and foster an inclusive educational environment.

4.3. Improvement in Students' Proficiency in Indigenous Languages

The study assessed the improvement in Indigenous language proficiency among 200 Primary 6 students across four primary schools in Ibadan after implementing translanguaging practices. The students' proficiency was evaluated before and after the intervention using standardized linguistic proficiency assessments. For this study, proficiency levels were categorised into three bands—low, moderate, and high—based on clearly defined criteria. Low proficiency referred

to students scoring below 40% on the standardized assessments, indicating limited vocabulary, poor comprehension, and minimal ability to construct sentences in the Indigenous language. Moderate proficiency referred to scores between 40% and 69%, where students demonstrated partial comprehension, could engage in basic conversations, and showed emerging grammar and vocabulary use. High proficiency was defined as scores of 70% and above, where students exhibited strong comprehension, fluent conversational ability, and accurate use of grammatical structures. These thresholds were established in alignment with previous language proficiency scales and validated by two linguistic experts.

Table 3 shows that before the intervention, only 15% of students exhibited high proficiency in their Indigenous languages, with the majority (55%) demonstrating low proficiency. After implementing translanguaging practices, the percentage of students with high proficiency rose to 40%, indicating a 25% increase. Moderate proficiency also increased from 30% to 45%, a 15% rise. Correspondingly, the proportion of students with low proficiency significantly decreased from 55% to 15%, a reduction of 40%. This categorisation of low, moderate, and high proficiency makes the findings more transparent and illustrates that translanguaging created upward mobility across proficiency levels. Students moved from basic, limited communication to intermediate and fluent levels of expression in their Indigenous languages.

Table 3. Improvement in Indigenous Language Proficiency.

Proficiency Level	Before Intervention	After Intervention	Percentage Increase
High Proficiency	30 (15%)	80 (40%)	+25%
Moderate Proficiency	60 (30%)	90 (45%)	+15%
Low Proficiency	110 (55%)	30 (15%)	-40%

The substantial improvement in Indigenous language proficiency emphasises the effectiveness of translanguaging practices in enhancing students' linguistic abilities. The increase in high and moderate proficiency levels suggests that integrating translanguaging into the curriculum provides students with more opportunities to practice and develop their native language skills. The decrease in low proficiency indicates that translanguaging helps bridge the gap for students who initially struggled with their Indigenous languages. These findings demonstrate that translanguaging not only supports bilingual education but also strengthens the lin-

guistic foundations of Indigenous students, promoting both linguistic and cultural preservation. This reinforces the importance of adopting translanguaging practices in educational settings to empower Indigenous languages and support student success.

4.4. Enhancement of Proficiency in the Dominant School Language

The study also evaluated the improvement in proficiency in the dominant school language (English) among

the 200 Primary 6 students after the introduction of translanguaging practices. Proficiency levels were assessed using standardized tests administered before and after the intervention. As with Indigenous languages, students' results were categorised into low, moderate, and high proficiency bands using the same criteria: below 40% (low), 40–69% (moderate), and 70% and above (high). In the context of English, low proficiency meant students struggled with reading comprehension, sentence formation, and vocabulary; moderate proficiency reflected partial comprehension, ability to write simple sentences, and basic conversational skills; while high proficiency indicated strong reading comprehension, accurate grammar, and fluent oral and written expression.

Table 4 shows that prior to the intervention, 25% of the students demonstrated high proficiency in English, with 45% at a moderate proficiency level and 30% at a low proficiency level. Following the implementation of translanguaging practices, the proportion of students with high proficiency increased to 50%, marking a 25% rise. Students with moderate proficiency slightly decreased from 45% to 40%, a reduction of 5%, while those with low proficiency significantly dropped from 30% to 10%, showing a 20% decrease. The use of explicit criteria for categorisation helps explain these shifts more clearly, as it shows that many students moved from the low band to the moderate or high band, while a smaller number advanced from moderate to high proficiency.

Table 4. Improvement in Dominant School Language Proficiency.

Proficiency Level	Before Intervention	After Intervention	Percentage Increase
High Proficiency	50 (25%)	100 (50%)	+25%
Moderate Proficiency	90 (45%)	80 (40%)	–5%
Low Proficiency	60 (30%)	20 (10%)	–20%

The data indicate a marked improvement in the students' proficiency in the dominant school language after the introduction of translanguaging. The increase in high proficiency levels suggests that the use of both Indigenous languages and English in the classroom enhances overall language skills, allowing students to better grasp and apply their knowledge of English. The slight decrease in moderate proficiency may reflect a shift of students from moderate to high proficiency. The substantial reduction in low proficiency levels signifies that translanguaging helps students with initial language difficulties to improve significantly. These findings emphasise the dual benefits of translanguaging in bolstering proficiency in both Indigenous and dominant languages, thus supporting a more inclusive and effective educational environment.

4.5. Improved Self-Esteem Linked to Linguistic and Cultural Validation

The study also investigated the impact of translanguaging practices on students' self-esteem, particularly focusing on how linguistic and cultural validation influenced their self-perception. Self-esteem levels were measured using a standardized self-esteem inventory administered

before and after the intervention among the 200 Primary 6 students.

Table 5 shows that before the introduction of translanguaging practices, only 20% of students reported high self-esteem, while 50% exhibited moderate self-esteem and 30% had low self-esteem. After the intervention, the proportion of students with high self-esteem increased to 50%, a significant rise of 30%. The percentage of students with moderate self-esteem decreased from 50% to 40%, a reduction of 10%, and those with low self-esteem dramatically dropped from 30% to 10%, a decrease of 20%. The substantial improvement in self-esteem levels among students can be directly linked to the linguistic and cultural validation provided by translanguaging practices. The significant increase in high self-esteem levels suggests that when students' native languages and cultural identities are recognized and valued in the classroom, their self-worth and confidence are bolstered. The decrease in moderate and low self-esteem levels indicates a positive shift where more students are experiencing higher levels of self-esteem. This enhancement in self-esteem is crucial as it not only supports students' emotional well-being but also contributes to their academic and social success. The validation of students' linguistic and cultural backgrounds through translanguaging practices fosters an inclusive environment

where students feel respected and valued. These findings emphasise the importance of incorporating translanguaging in educational settings to promote not only linguistic and

cultural diversity but also the psychological well-being of students, thereby creating a more holistic and supportive learning environment.

Table 5. Improvement in Self-Esteem.

Self-Esteem Level	Before Intervention	After Intervention	Percentage Change
High Self-Esteem	40 (20%)	100 (50%)	+30%
Moderate Self-Esteem	100 (50%)	80 (40%)	-10%
Low Self-Esteem	60 (30%)	20 (10%)	-20%

4.6. Analysis of Student Interview Data

In addition to classroom observations, proficiency assessments, and self-esteem measures, the study conducted semi-structured interviews with 40 purposively selected Primary 6 students across the four participating schools. The interviews were conducted in both English and Yoruba, depending on student preference, and provided valuable insights into students' experiences with translanguaging practices, their perceptions of linguistic identity, and their sense of self-esteem within the educational environment. The following analysis presents the key themes that emerged from the interviews, supported by illustrative excerpts, and discusses how these themes align with or extend the findings derived from classroom observations and quantitative data.

4.6.1. Students' Perceptions of Translanguaging Practices

One of the clearest findings from the interviews was that students overwhelmingly valued the use of both Indigenous languages and English in the classroom. Many students described translanguaging as making lessons easier to understand and more engaging. Several noted that when teachers explained concepts in Yoruba after first introducing them in English, they felt more confident about grasping the lesson.

For example, a student from School A explained:

"When the teacher talks in English, sometimes I don't get everything. But when she says it in Yoruba, I understand better and can answer questions."

This sentiment was echoed by another participant from School C, who emphasised the confidence boost gained from hearing both languages:

"It helps me to talk in class because I know

I can use Yoruba to explain myself if I don't know the English words."

Such accounts affirm the observational data that showed frequent code-switching and concurrent language use by teachers and students. The interview data demonstrate that translanguaging not only aids comprehension but also encourages active participation, thereby validating students' linguistic repertoires.

4.6.2. Cultural Identity and Pride

The interviews revealed a strong connection between translanguaging practices and the reinforcement of cultural identity. Many students described feeling proud when their Indigenous language was acknowledged in the classroom. Several noted that they shared these experiences with family members at home, which in turn strengthened intergenerational bonds.

One student from School B commented:

"When we use Yoruba in class, I feel happy because it is my language, and it makes me proud. My parents also like that we speak Yoruba in school."

Another participant linked translanguaging to cultural preservation:

"If we don't use Yoruba in school, we may forget it. Speaking it here makes me remember my culture and where I come from."

These narratives align with the broader theoretical argument that Indigenous languages are repositories of cultural identity and heritage. The validation of students' cultural identities through translanguaging not only enhances their sense of belonging but also strengthens their commitment to preserving and using Indigenous languages in daily life.

4.6.3. Challenges in Translanguaging Practices

Despite the positive accounts, some students reported challenges. A few expressed concern that switching between languages could sometimes cause confusion, particularly when technical terms did not have clear equivalents in Yoruba. For example, a student from School D noted:

“Sometimes the teacher says it in Yoruba, but the word is not the same. Then I don’t know which one to write in my book.”

Others indicated that although translanguaging was helpful, they were aware of societal pressure to prioritise English, given its role as the official language and medium for examinations. A student from School C explained:

“We know that exams are in English, so we still need to focus more on English. Yoruba helps, but the important one is English.”

These accounts emphasise a potential limitation of translanguaging in contexts where language hierarchies remain deeply entrenched. While translanguaging fosters inclusivity and identity validation, its long-term success depends on educational policies that formally recognise Indigenous languages in assessment and evaluation frameworks.

4.6.4. Impact on Self-Esteem and Classroom Participation

The interviews provided rich qualitative evidence of the positive effects of translanguaging on students’ self-esteem and classroom engagement. Students described feeling more comfortable speaking in front of peers when given the option to use either language. For many, this reduced the fear of making mistakes in English and encouraged them to contribute actively to discussions.

One student from School A remarked:

“Before, I was afraid to answer questions because I may not say it well in English. But now I can try with Yoruba, and the teacher understands.”

Another noted the emotional validation that translanguaging offered:

“When my teacher allows Yoruba, I feel respected. It makes me feel that I am important in the class.”

Such responses align with the quantitative data showing increased self-esteem after the intervention. The qualitative insights demonstrate that self-esteem gains were not merely abstract measures but were directly tied to lived classroom experiences of recognition, respect, and inclusion.

4.6.5. Peer Support and Social Interaction

The interviews also shed light on the role of peer-to-peer support in translanguaging environments. Several students described helping classmates by translating concepts or instructions into Yoruba. Others recounted how group work enabled them to blend languages creatively, thereby supporting both comprehension and collaboration.

A participant from School B explained:

“Sometimes my friend doesn’t understand English well, so I explain in Yoruba. Later, he tries to say it in English.”

This dynamic of reciprocal support demonstrates how translanguaging fosters cooperative learning. It also aligns with the observation data that showed frequent peer-to-peer language support in classrooms. Importantly, students emphasised that these interactions built stronger friendships and created a more inclusive classroom atmosphere.

4.6.6. Future Aspirations and Language Use

Finally, students discussed their aspirations regarding language use beyond the classroom. Several expressed a desire to continue using both English and Yoruba, suggesting that translanguaging had instilled in them a sense of bilingual pride. For instance, a student from School D noted:

“I want to speak good English because it will help me in the future, but I also want to keep Yoruba because it is my own language.”

Such perspectives reveal the transformative potential of translanguaging, not merely as a classroom strategy but as a means of fostering balanced bilingualism that sustains both academic advancement and cultural preservation.

4.7. Integrating Interview Data with Other Findings

The integration of interview findings with observation, proficiency, and self-esteem data strengthens the overall validity of the study through triangulation. Observational data

demonstrated the prevalence and effectiveness of translanguaging practices, while quantitative assessments showed measurable improvements in language proficiency and self-esteem. The interview data add a crucial interpretive layer, illustrating how students experienced these benefits in their own words. For example, the observed increase in Indigenous language proficiency (**Table 3**) is supported by student narratives emphasising how translanguaging enabled them to understand and practise their native language more effectively. Similarly, the rise in self-esteem scores (**Table 5**) is explained by students' accounts of feeling respected, valued, and empowered when allowed to use their Indigenous languages in school.

At the same time, the interviews emphasise challenges—such as occasional confusion and the persistent dominance of English—that were less visible in quantitative data. This finding provides a more balanced understanding of translanguaging as both a promising and complex pedagogical practice. The analysis of student interviews reveals the diverse benefits of translanguaging in Nigerian primary schools. Enabling comprehension, fostering cultural pride, enhancing self-esteem, and promoting peer collaboration enables translanguaging to emerge as a powerful tool for inclusive education. However, the interviews also reveal challenges linked to societal language hierarchies and technical limitations in translation.

5. Discussion

5.1. Interpretation of Findings

Findings from this study indicate that integrating translanguaging practices in primary schools enhances linguistic proficiency and cultural identity among Indigenous students. Quantitative results show notable improvements in both Indigenous language and dominant school language proficiency, reflecting the dual benefits of translanguaging. The proportion of students with high proficiency in Indigenous languages increased from 15% to 40%, while low proficiency decreased from 55% to 15%. High proficiency in the dominant school language rose from 25% to 50%, and low proficiency fell from 30% to 10%. These results suggest that translanguaging supports a more accessible and comprehensive language learning experience by allowing students to draw on their full linguistic repertoires. Students leverage

multilingual resources to enhance understanding and engagement with the curriculum, facilitating better comprehension and retention of content. The integration of multiple languages allows learners to process and express ideas more effectively, bridging the gap between home and school language environments. Improvements in both Indigenous and dominant language proficiency demonstrate that translanguaging enables students to develop skills in both languages concurrently.

The study also indicates a substantial increase in students' self-esteem, linked to recognition of linguistic and cultural identity. Levels of high self-esteem rose from 20% to 50%, while low self-esteem dropped from 30% to 10%, suggesting that students feel more valued when their cultural and linguistic backgrounds are acknowledged. Incorporating Indigenous languages into instruction enhances students' sense of belonging and confidence in learning environments. These findings align with evidence that validating home languages alongside the dominant language promotes cognitive flexibility, academic achievement, and positive self-perception.

In terms of cultural identity, results show that translanguaging strengthens students' sense of belonging and cultural pride. Practices that integrate Indigenous languages affirm students' cultural backgrounds, positively affecting self-perception and identity. In contexts where Indigenous languages and cultures are marginalized, translanguaging challenges these inequities and supports more equitable educational experiences. Increased cultural pride and engagement among students suggest that integrating translanguaging can reduce feelings of marginalization and foster inclusive classroom environments.

This study addresses a critical gap in the literature by providing empirical evidence from a Nigerian context. Existing research has largely focused on Western or foreign-language settings, leaving a limited understanding of the translanguaging impact in African multilingual environments. Results demonstrate that translanguaging is effective in promoting both linguistic proficiency and cultural identity, supporting the inclusion of Indigenous languages in formal education. Findings contribute to advocacy for educational policies that preserve linguistic diversity and promote social justice through recognition of home languages.

Teacher involvement emerges as crucial for success-

ful translanguaging implementation. Educators facilitated learning by providing instruction in both languages, using bilingual resources, and encouraging contributions from students in their home languages. Teachers equipped with these strategies created supportive environments where students could fully utilize their linguistic skills. Professional development and training focused on translanguaging practices strengthen teacher capacity and improve educational outcomes in multilingual classrooms.

In sum, the study provides strong evidence that translanguaging practices enhance linguistic proficiency, cultural identity, and self-esteem among Indigenous students. Using students' complete linguistic repertoires and validating their cultural heritage fosters inclusive and effective learning. Educational settings that support multilingual approaches can enhance comprehension, engagement, and cognitive development while addressing inequities associated with language marginalization.

Future research should explore the long-term effects of translanguaging on academic performance and identity formation, as well as its applicability across other multilingual contexts. Investigating scalable strategies for integrating Indigenous languages alongside dominant languages can inform policy, curriculum development, and teacher education. Evidence-based practices for translanguaging can support sustainable inclusion of home languages in schools, contributing to linguistic preservation, cultural resilience, and equitable learning environments.

5.2. Implications for Educational Policy

The findings of this study emphasise the necessity for educational policymakers to adopt and integrate translanguaging practices into the curriculum, particularly in multilingual contexts like Nigeria. To effectively incorporate translanguaging, policies should first acknowledge the linguistic diversity within the student population and recognize Indigenous languages as valuable educational resources. This can be achieved by revising existing language policies to mandate the inclusion of Indigenous languages alongside the dominant language of instruction in primary and secondary schools. Specifically, educational frameworks should require teachers to use both the dominant and Indigenous languages in classroom instruction, assessments, and learning materials. This dual-language approach not only enhances linguistic

proficiency but also ensures that students receive a more comprehensive and inclusive education.

Teacher training programs should be restructured to prepare educators for the practical application of translanguaging strategies. Professional development initiatives should focus on equipping teachers with the skills to integrate multiple languages into their teaching practices effectively. For instance, teachers should be trained in methods such as code-switching, the use of bilingual instructional materials, and facilitating student discussions in both languages. Furthermore, educational institutions should provide continuous support and resources, including bilingual textbooks, visual aids, and technological tools, to aid teachers in implementing translanguaging practices. Policymakers should also consider developing standardized guidelines and best practices for translanguaging to ensure consistency and effectiveness across different educational settings. Institutionalizing these recommendations will give room for educational policies to create a more supportive and enriched learning environment that respects and utilizes the linguistic capital of all students.

Incorporating translanguaging into educational policies has the potential to significantly promote linguistic diversity and advance social justice within the educational system. Validating and incorporating Indigenous languages into the formal education framework will also enable schools to combat the marginalization of these languages and cultures. This approach not only preserves linguistic diversity but also empowers students from Indigenous backgrounds by affirming their cultural identities. The integration of translanguaging practices helps bridge the gap between home and school languages, allowing students to maintain their linguistic heritage while mastering the dominant language of instruction. This dual proficiency is essential for their academic success and socio-cultural integration, thereby fostering an inclusive educational environment where all students feel valued and respected.

Moreover, translanguaging practices align with broader social justice goals by addressing educational inequities and promoting equal opportunities for all students. Students from Indigenous and multilingual backgrounds often face disadvantages in monolingual educational systems that prioritize the dominant language. These disadvantages can lead to lower academic achievement and reduced self-esteem. Implementing translanguaging in educational policies can help

mitigate these challenges and foster a more equitable learning environment. Research has shown that students who are allowed to use their home languages in academic settings perform better academically and exhibit higher levels of engagement and self-confidence. This not only benefits individual students but also contributes to the overall quality and inclusiveness of the education system.

Additionally, promoting translanguaging practices can have a broader societal impact by fostering a culture of respect and appreciation for linguistic diversity. As students grow up in environments where multiple languages are valued, they are more likely to develop positive attitudes towards linguistic and cultural diversity. This cultural shift can help reduce prejudice and discrimination, promoting social cohesion and understanding in increasingly multicultural societies. Policymakers should, therefore, view the integration of translanguaging not merely as an educational strategy but as a fundamental component of social justice and cultural preservation. Advocating for policies that support translanguaging empowers educators and policymakers to build a more just and inclusive society, where linguistic diversity is valued as an asset rather than a barrier.

5.3. Challenges and Limitations

The implementation of translanguaging in educational settings faces several challenges that can hinder its effectiveness and widespread adoption. One significant barrier is entrenched educational policies and practices that prioritize monolingualism and marginalize Indigenous languages. In many countries, including Nigeria, the dominance of a colonial language in education persists, relegating Indigenous languages to informal or home contexts. This hegemonic stance not only undermines the linguistic rights of Indigenous communities but also perpetuates inequalities in access to quality education. Furthermore, there is often a lack of institutional support and resources for translanguaging practices. Many schools do not have bilingual instructional materials, trained educators proficient in both the dominant and Indigenous languages, or clear guidelines on how to integrate translanguaging into the curriculum effectively. This dearth of resources makes it challenging for teachers to implement translanguaging consistently and sustainably.

Social attitudes and perceptions towards Indigenous languages also pose significant challenges. Negative stereo-

types and stigmatization of non-dominant languages may discourage students from using their home languages in educational settings. This cultural bias can lead to feelings of shame or inferiority among students speaking Indigenous languages, hindering their willingness to engage in translanguaging practices. Moreover, teacher readiness and professional development remain critical barriers. Many educators may not be adequately trained in translanguaging pedagogies or may lack the confidence to implement these practices effectively. Addressing these barriers requires comprehensive teacher training programs that equip educators with the skills and knowledge needed to multilingual classrooms and promote linguistic diversity.

While this study provides valuable insights into the benefits of translanguaging in enhancing linguistic proficiency, cultural identity, and self-esteem among Indigenous students, it is not without limitations. One limitation is the scope of the study, which focused primarily on Primary 6 students in four schools in Ibadan, Nigeria. Generalizing the findings to other regions or educational levels requires caution, as contexts vary widely in terms of linguistic diversity, educational policies, and socio-cultural factors. Another limitation is the reliance on self-reported data for measuring self-esteem. Although standardized self-esteem inventories were used, self-reporting can be influenced by social desirability biases and subjective interpretations of self-esteem levels. Future research could incorporate more objective measures or triangulate self-report data with observations or external assessments to enhance validity. Furthermore, the study focused predominantly on quantitative data related to language proficiency and self-esteem. While these metrics provide valuable insights, qualitative data exploring students' lived experiences and perceptions of translanguaging could offer deeper insights into its socio-emotional impacts.

Qualitative research could illuminate how translanguaging practices shape students' sense of identity, belonging, and cultural pride within the educational context. In addition, longitudinal studies are needed to assess the long-term effects of translanguaging on academic achievement, retention of Indigenous languages, and career outcomes for students. Longitudinal research would provide a more comprehensive understanding of how translanguaging influences students' trajectories beyond immediate academic gains. Moreover, examining the perspectives of parents, community mem-

bers, and educational stakeholders on translanguaging could provide insights into broader societal attitudes and support mechanisms needed to sustain translanguaging practices in schools. Understanding community perspectives is crucial for fostering collaboration and garnering support for bilingual education initiatives. Lastly, comparative studies across different educational contexts and countries could shed light on the transferability and adaptability of translanguaging practices. Comparative research could explore how translanguaging operates in diverse linguistic contexts and educational systems, offering insights into best practices and policy recommendations for promoting linguistic diversity and social justice globally.

6. Conclusions

This study has demonstrated the significant benefits of translanguaging for Indigenous students in Nigeria's primary schools. Integrating both Indigenous languages and the dominant school language leads to translanguaging, which enhances students' linguistic proficiency, cultural identity, and self-esteem. The findings emphasise translanguaging's role in fostering cultural resilience and promoting inclusion by validating students' linguistic and cultural backgrounds within the educational context. Moving forward, advocating for policy changes that support translanguaging in education is crucial to sustain and expand these benefits across diverse educational settings. Additionally, further research is recommended to explore the long-term effects of translanguaging on academic achievement, retention of Indigenous languages, and its applicability in different linguistic and cultural contexts. These efforts are essential for advancing equitable and inclusive educational practices that respect and leverage linguistic diversity to support student success and societal cohesion.

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Conflicts of Interest

The authors declare no conflict of interest.

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