



# Effects of Language Policies of Nigeria and South Africa on Linguistic Diversity and Classification of Indigenous Languages

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## ABSTRACT

This study investigated the effects of language policies implemented in Nigeria and South Africa on linguistic diversity and how these two nations categorized their indigenous languages. In this present study, qualitative research methodology was used, and a purposive sampling method was used to select Nigeria's 2013 Language Policy from the National Policy of Education and South Africa's 1996 Language in Education Policy. Thematic analysis was carried out using Latent Dirichlet Allocation (LDA) software which is a topic modeling methodology that assists in identifying basic themes within wide textual data. The latent level of analysis converged on the implicit ideas, suppositions, notions, and orientations that describe or point out the meaning of the data. The action of incorporating LDA software intensifies the efficiency and level of the qualitative research methodology used to critically examine the language policies of Nigeria and South Africa. The results revealed that the language policies in Nigeria and South Africa have a notable influence on linguistic diversity, supporting the principles of translanguaging and multilingualism. Also, the policies give priority to the inclusion of indigenous languages in education to improve unity and preserve cultural heritage. With a careful survey of language policies and their significance, the results give important and useful recommendations on the increase of inclusivity in language policies for the preservation and promotion of linguistic diversity in different cultural environments. Native languages should be given a notable preference in language policies so that there will be room for the use of translanguaging and multilingual pedagogies in the school systems.

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## INTRODUCTION

Linguistic diversity is an essential element of cultural heritage and identity, it plays a fundamental purpose in formulating social, educational, and political sceneries within nations.<sup>1</sup> Additionally, language policies, as validated systematic plans of action and norms adopted by governments, institutions, and communities,

<sup>1</sup> Teresa L McCarty and Sheilah E Nicholas, "Reclaiming Indigenous Languages: A Reconsideration of the Roles and Responsibilities of Schools," *Review of Research in Education* 38, no. 1 (2014): 106–36.

play a crucial role in either contributing to progress or being an obstacle to linguistic diversity.<sup>2</sup> In the African historical context, where a multitude of native languages co-occur with colonial and dominant languages, the invention and implementation of language policies become particularly complex and challenging.<sup>3</sup>

Furthermore, Nigeria and South Africa, two of the most linguistically different nations in Africa, have implemented language policies aimed at achieving, conserving, and promoting their indigenous languages alongside official languages such as English, French, and Afrikaans.<sup>4</sup> These language policies give evidence of the quality of these countries' historical, cultural, and socio-political conditions which encompass various strategies, approaches, and measures that can be used to address the intricate and compounded state of linguistic diversity within their boundaries.<sup>5</sup>

In addition, despite the prominent status of language policies in molding linguistic landscapes and preserving cultural heritage, an intensive examination of their impacts on linguistic diversity and the classification of indigenous languages is necessary.<sup>6</sup> This study aims to fill this gap by looking at the impact of language policies on linguistic diversity and probing the methods deployed by Nigeria and South Africa in categorizing their native languages. The study seeks to further examine the effects of language policies in Nigeria and South Africa on linguistic diversity and investigate how the two nations classified their indigenous languages. The following research questions underlie the study:

- 1) To what extent do language policies in Nigeria and South Africa impact linguistic diversity?
- 2) How do the two nations classify their indigenous languages?

### Multilingualism and Language Heterogeneity

Digging into multilingualism and language manifoldness within the educational domain reveals the coexistence of multiple languages but also stresses the important implications for educational practices. For example, Makalela claims that the understanding of African multilingualism has constantly been shaped by a monologic viewpoint, wherein the concentration is on one language at a time, even though there are feign aims of implementing varied language policies in Sub-Saharan Africa.<sup>7</sup> His assertion implies that though the language policies in operation in most African countries are written and legalized, the practice is not effective because of language variety issues. In addition, Cummins defines monolingual language ideologies as an approach where students acquire instruction exclusively in one language until they are considered proficient in the target language, after which instruction in the second language is introduced.<sup>8</sup> Furthermore, Shohamy, García & Wei and Makalela research has shown that forcing multilingual learners to use only one language to understand the world and themselves can be detrimental despite the existence of language policies that support the use of multiple languages.<sup>9</sup> In addition, Oluchi,

<sup>2</sup> Stephen May, *Language and Minority Rights* (London: Routledge, 2013), <https://doi.org/10.4324/9780203832547>; Haripriya Varadharaj, *Promoting Multilingualism and Cultural Diversity in National Education Policy*, 2023..

<sup>3</sup> Ayo Bamgbose, "Mother-Tongue Medium and Scholastic Attainment in Nigeria (Ara)," 1984; Halla B Holmarsdottir, "From Policy to Practice: A Study of the Implementation of the Language-in-Education Policy (LiEP) in Three South African Primary Schools," 2005; K. Heugh, *Language Policy and Education in Southern Africa. Encyclopaedia of Language and Education*, 2nd ed., vol. 1 (Springer, 2006), <https://www.researchgate.net/publication/226527304>.

<sup>4</sup> Nkonko M Kamwangamalu, "The Language Policy/Language Economics Interface and Mother-Tongue Education in Post-Apartheid South Africa.," *Language Problems & Language Planning* 28, no. 2 (2004); Leketi Makalela, "Moving out of Linguistic Boxes: The Effects of Translanguaging Strategies for Multilingual Classrooms," in *Language in Epistemic Access* (Routledge, 2018), 24–41; W. W. Bostock, "South Africa's Evolving Language Policy: Educational Implications," *Journal of Curriculum and Teaching* 7, no. 2 (2018); Julius Kelechi Achike, Ayomiku Samuel Olaniyan, and Yemisi Tiwalade Atofarati, "Language Policies in Nigeria and Ghana: A Plurilingual Perspective," *East African Journal Of Education And Social Sciences* 3, no. 6 (December 23, 2022): 15–23, <https://doi.org/10.46606/eajess2022v03i06.0233>.

<sup>5</sup> Birgit Brock-Utne, *Whose Education for All?: The Recolonization of the African Mind* (Routledge, 2002); Richard B Baldauf Jr and Robert B Kaplan, "Language Policy and Planning in Botswana, Malawi, Mozambique and South Africa: Some Common Issues," *Language Planning and Policy in Africa* 1 (2004): 5–20; Leketi Makalela, "Ubuntu Translanguaging: An Alternative Framework for Complex Multilingual Encounters," *Southern African Linguistics and Applied Language Studies* 34, no. 3 (2016): 187–96.

<sup>6</sup> Tove Skutnabb-Kangas, *Linguistic Genocide in Education--or Worldwide Diversity and Human Rights?* (New York: Routledge, 2013), <https://doi.org/10.4324/9781410605191>; J. W. Tollefson, *Planning Language, Planning Inequality* (Longman, 1991)..

<sup>7</sup> Leketi Makalela, "Translanguaging as a Vehicle for Epistemic Access: Cases for Reading Comprehension and Multilingual Interactions," *Per Linguam* 31, no. 1 (May 22, 2015): 1, <https://doi.org/10.5785/31-1-628>.

<sup>8</sup> Jim Cummins, "Transformative Multiliteracies Pedagogy: School-Based Strategies for Closing the Achievement Gap," *Multiple Voices for Ethnically Diverse Exceptional Learners* 11, no. 2 (2009): 38–56.

<sup>9</sup> E. Shohamy, *Language Policy: Hidden Agendas and New Approaches* (London: Routledge, 2006); O. Garcia and L. Wei, *Translanguaging: Language, Bilingualism and Education* (London: Palgrave Pivot, 2014); Leketi Makalela and Rose-Marie McCabe,

Onyinyechi, and Nonye state that, in contrast to prevailing notions, multilingualism can act as a powerful cause of national building and progress.<sup>10</sup> They further explain that the government recognizes the significance of incorporating either the mother tongue language or the language(s) accepted in the immediate environment during the early facets of social and educational aspects of human development.

Furthermore, the current method of teaching language in classrooms, focusing on a single language, has been significantly adjusted by the separationist ideology common in education. Regardless of this dominance, multilingual learners have consistently established resourcefulness by employing various communicative tools to engage in classroom interactions Hornberger, 2012, as cited in Makalela.<sup>11</sup> Besides, Aktürk-Drake opines a blend of continuity and evolution in the understanding of mother-tongue instruction over time and that policy documents have continuously articulated reasons for support of mother-tongue instruction.<sup>12</sup> Also, Gao and Moratto explain that translation policy plays a crucial role in the governance of a multilingual state and these roles are multifaceted.<sup>13</sup>

Consequently, the study of multilingualism and language heterogeneity within educational contexts exposes a dynamic design of linguistic interactions that strengthen perceptions of the coexistence of numerous languages, but also foregrounds the important role that language policies can play in adjusting inclusive learning, accommodating multilingualism/translanguaging pedagogy and different learning environments.

### Challenges and Critiques of Language Policies

Inquiry into language policies reveals a range of problems and criticisms that affect the landscape of linguistic diversity and multilingualism. van Pinxteren, explores the language of instruction in education in Africa.<sup>14</sup> The work gives attention to the longstanding controversies in support of using mother tongues as the medium of instruction in Africa and investigates the explanations behind the narrowed progress observed. The study maintains that the dominant Western models slow down the comprehensive understanding of the prevailing and anticipated developments in this domain. The findings of the work indicate that there is a change towards increased employment of African languages at all educational levels that will become inevitable in the next decade or so. The implication of this is that language policies and practices in some African countries give elevation and preference to the use of Western language(s) while the African languages were at a disadvantage and will likely go into extinction in later times if proper actions are not taken to correct this happening. Salisu and Dollah, affirm that scholars believed that Nigeria's language policy arose within the framework of broader nationally defined priorities, including the formulation of a National Policy on Education (NPE) and the innovation of a Constitution for the country.<sup>15</sup> Besides, Nugraha, Mohohlwane, found out that in language-in-education policy, there is often a lack of cooperation between policy and practice, issues of inequality, and the implementation of policies often requires resources and funding support.<sup>16</sup> In addition, the article discloses that policies that emphasize the use of international languages such as English and French often lead to a degeneration in the use of local languages which will lead to the misplacement of cultural identity and lack of access to educational opportunities. Furthermore, in the implementation of bilingual education policies, there are always irregularities and problems because of a lack of resources, training of teachers and commitment to

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“Monolingualism in a Historically Black South African University: A Case of Inheritance,” *Linguistics and Education* 24, no. 4 (2013): 406–14.

<sup>10</sup> Lilian Oluchi Duru, Udushirinwa Ijeoma Onyinyechi, and Nnani Henrietta Nonye, “National Development and the Place of Multi-Languages: Nigeria in Focus,” *Journal of Legal and Cultural Analytics* 3, no. 1 (2024): 17–32.

<sup>11</sup> Makalela, “Translanguaging as a Vehicle for Epistemic Access: Cases for Reading Comprehension and Multilingual Interactions,” 2.

<sup>12</sup> Memet Aktürk-Drake, “Has Language as Resource Been the Basis for Mother-Tongue Instruction in Sweden? On the Evolution of Policy Orientations towards a Uniquely Enduring Bilingual Policy,” *Language Policy* 23, no. 2 (2024): 193–220.

<sup>13</sup> Yuxia Gao and Riccardo Moratto, “Language and Translation Policies in China’s Multilingual Governance: A Study of the Early and Mid-Qing Dynasty,” *Language Policy* 23, no. 2 (2024): 169–92.

<sup>14</sup> Bert Van Pinxteren, “Language of Instruction in Education in Africa: How New Questions Help Generate New Answers,” *International Journal of Educational Development* 88 (2022): 102524.

<sup>15</sup> A. M. Salisu and H. Dollah, “Language Planning and Policy in Nigeria: The Prospects of Arabic Language,” *Journal of Education and Social Sciences* 1 (June 2015), 123. <https://www.jesoc.com/wp-content/uploads/>.

<sup>16</sup> Sidik Indra Nugraha, “The Language-in-Education Policy in South Africa: A Gap between Policy and Efficacy,” in *Eleventh Conference on Applied Linguistics (CONAPLIN 2018)* (Atlantis Press, 2019), 568–72; Nompumelelo L Mohohlwane, “How Language Policy and Practice Sustains Inequality in Education,” *South African Schooling: The Enigma of Inequality: A Study of the Present Situation and Future Possibilities*, 2019, 127–46.

bilingual education at the government level.<sup>17</sup> Makalela argues that there is a need to filter the goals of bilingual education, African languages should not be seen as holding back to education but rather as a resource and that policies should advance multilingualism/translanguaging pedagogies.

## METHODOLOGY

In this present study, qualitative research methodology was used. A purposive sampling technique was used to select Nigeria's 2013 Language Policy which is within the National Policy of Education and South Africa's 1996 Language in Education Policy. Leveraging Latent Dirichlet Allocation (LDA) software was used for the thematic analysis process of the two policies. According to Braun and Clarke (2006, p. 84), the latent level of analysis identifies or looks at the underlying ideas, presuppositions, concepts and ideologies that are theorised as shaping or informing the semantic meanings of data.<sup>18</sup> Thematic analysis was specifically chosen to examine the language policies of chosen African nations. The use of dedicated software facilitated the development of a coding scheme based on inductive thematic analysis. The organized application of LDA software in tandem with thematic analysis provided a comprehensive investigation of the intricate measures within language policies.

## PRESENTATION OF RESULTS AND FINDINGS

**Table 1: The Official Document under Study**

Year	Title	Publisher
2013	National Policy on Education	Federal Government Press, Nigeria
1996	Language in Education Policy	Department of Basic Education, Republic of South Africa

**Table 2: Themes Derived on Linguistic Diversity and Categorization of Indigenous Languages from 2013's Nigeria Language Policy**

THEMES	SUB-THEMES	IMPLICATION/INFERENCE
Language Diversity and Curriculum	<ul style="list-style-type: none"> <li>• Study of one Nigerian language</li> <li>• Encouragement of linguistic diversity and cultural understanding.</li> </ul>	This aids the preservation of the country's rich linguistic practices. It ensures that students are exposed to cultural heritage and can appreciate the linguistic diversity of the nation.
Categorization of Indigenous Languages	<ul style="list-style-type: none"> <li>• Mandatory use of the mother tongue or the language of the immediate community as the medium of instruction in the early years of basic education.</li> </ul>	This proposition is patterned that way to help the understanding and learning of young children. This makes the transition of children from home to school smoother and more natural.

<sup>17</sup> Leketi Makalela, "6 Teaching Indigenous African Languages to Speakers of Other African Languages: The Effects of Translanguaging for Multilingual Development," *Multilingual Universities in South Africa: Reflecting Society in Higher Education* 97 (2014): 88–104; Dumisile Mkhize and Robert Balfour, "Language Rights in Education in South Africa," *South African Journal of Higher Education* 31, no. 6 (2017): 133–50.

<sup>18</sup> Virginia Braun and Victoria Clarke, "Using Thematic Analysis in Psychology," *Qualitative Research in Psychology* 3, no. 2 (2006): 77–101, 84.

**Table 3: Themes Derived on Linguistic Diversity and Categorization of Indigenous Languages from 1996's South Africa Language Policy**

THEMES	SUB-THEMES	IMPLICATION/INFERENCE
Language Diversity and Curriculum	<ul style="list-style-type: none"> <li>• Inclusion of 11 South African native languages as official languages</li> <li>• Enhanced Cognitive and Academic Benefits</li> </ul>	<p>Promotes multilingualism and respect for all languages. Facilitates communication across diverse groups. South Africa's language policy, especially within education, mandates the inclusion of multiple official languages in the curriculum.</p> <p>Beyond using multiple languages as mediums of instruction, the policy also promotes the teaching of languages as subjects.</p> <p>Promotes previously marginalized indigenous languages.</p> <p>Ensures equitable access to government services.</p>
Categorization of Indigenous Languages	<ul style="list-style-type: none"> <li>• Cultural Preservation and Identity</li> <li>• Improved Literacy in Indigenous Languages</li> </ul>	<p>Language policies increase the engagement of students in class activities and include them in the education system. Students are more likely to be involved in the learning material and participate in class.</p> <p>South Africa's cultural diversity is appreciated and the elevation of indigenous languages corrected the historical imbalances that advance English and Afrikaans. The policy also promotes multilingualism and gives room for the use of South African Sign Language.</p>

### Promotion of Multilingualism

The South African Language Policy of 1996 supports the use of multiple languages in education, promoting linguistic diversity, communication, and the recognition of marginalized languages. However, the implementation of multilingual policies faces obstacles due to the perception that indigenous languages are inferior to dominant languages like English and Afrikaans, perpetuating a monoglossic viewpoint that has historically shaped African multilingualism.<sup>19</sup> For that reason, scholars have argued in support of the acceptance of multilingualism and translanguaging approaches in education, as there is universal evidence of effective classroom implementations of these methods.<sup>20</sup> Furthermore, the present status of the Nigerian federal government supports a multilingual approach to teaching and learning, as outlined in Section 8 of the 6th edition (revised 2013) of the National Policy on Education. This endorsement of multilingualism is rooted in its perceived role in the preservation of national unity. The point here has received multiple criticism, for instance, Hausa, Igbo, and Yoruba were chosen as national languages alongside English, which maintains its current official status.<sup>21</sup> Interestingly, none of these three languages mentioned is used as the national language in the country. What this implies is that though the two language policies support the promotion of multilingual education, the practice and implementation

<sup>19</sup> Leketi Makalela, *Language and Institutional Identity in the Post-Apartheid South African Higher Education: Perspectives on Policy and Practice*, vol. 27 (Springer Nature, 2022); Makalela, "Translanguaging as a Vehicle for Epistemic Access: Cases for Reading Comprehension and Multilingual Interactions," 1.

<sup>20</sup> Suresh Canagarajah, "Codemeshing in Academic Writing: Identifying Teachable Strategies of Translanguaging," *The Modern Language Journal* 95, no. 3 (2011): 401–17; Angela Creese and Adrian Blackledge, "Translanguaging in the Bilingual Classroom: A Pedagogy for Learning and Teaching?," *The Modern Language Journal* 94, no. 1 (2010): 103–15; Makalela, "6 Teaching Indigenous African Languages to Speakers of Other African Languages: The Effects of Translanguaging for Multilingual Development"; Erasmos Charamba and Kufakunesu Zano, "Effects of Translanguaging as an Intervention Strategy in a South African Chemistry Classroom," *Bilingual Research Journal* 42, no. 3 (2019): 291–307.

<sup>21</sup> Shaibu Sunday Danladi, "Language Policy: Nigeria and the Role of English Language in the 21st Century," *European Scientific Journal* 9, no. 17 (2013); Duru, Onyinyechi, and Nonye, "National Development and the Place of Multi-Languages: Nigeria in Focus."

are not achievable. The researchers now argue that multilingualism and translanguaging pedagogies must be included in language policies in order for indigenous languages to upgrade from their current status.

### **Medium of Instruction-English Language and Learners' Mother Tongue**

Nigeria recognises more than 500 languages but has English as its official language and language of instruction while South Africa has 11 official languages including English and Afrikaans.<sup>22</sup> According to Makalela, the suggestion is that although the constitution acknowledges the importance of multilingualism, educational methods have predominantly shifted towards monolingualism, with English serving as the primary medium of instruction from grade 4 through university levels.<sup>23</sup> Although, there is a statement of mandatory use of the mother tongue or the language spoken in the immediate community as the primary medium of instruction during the initial years of basic education was clearly stated in the 2013 National Policy of Education, English has become the language of communication both at home and in schools. Furthermore, despite the growing declaration that educating students in their mother tongue in language policy is more effective than utilizing a bilingual or second language medium like English, people still rely on the use of foreign language(s) as a medium of instruction during teaching and learning.<sup>24</sup>

At the moment in Nigeria and South Africa, English has gradually become the language of instruction and has become part of the global community. For example in Nigeria, French and Arabic were included as subjects to be learned in schools. In addition, Yafele and Makalela clarify that it has been nearly 25 years since South Africa embraced a constitution emphasizing language diversity and safeguarding indigenous African languages marginalized during the colonial and apartheid eras.<sup>25</sup> However, the challenges in implementing multilingual policies persist, as a significant number of individuals still consider local languages inferior to more widely used languages such as English and Afrikaans. This study thereby argues and submits here that learners should be allowed to be taught in their home language(s) since the practice has been utilized in other places and success has been recorded.

### **Impact of Language Policies in Nigeria and South Africa on Linguistic Diversity**

Language policies in Nigeria and South Africa put to use a worthy influence of notice on linguistic diversity that can be used to advocate for the principles of translanguaging and multilingualism in the school systems. For instance, the policy actively endorses the protection of local languages that can contribute to the improvement of cultural identity and promote inclusivity.<sup>26</sup> Also, the language policy of South Africa is mapped out to assign higher positions to the relegated native languages to official rank which can now serve as an event to accept the extensive linguistic diversity across the nation.<sup>27</sup> These policies take care to maintain a standard between the betterment of linguistic heritage and the demands of global channels, so as to adapt to a more inclusive language stand and promote the growth of social cohesion.

Furthermore, the deep impact of these language policies on linguistic diversity is clearly revealed in Nigeria and South Africa. By improving the status of indigenous languages and making sure they are

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<sup>22</sup> Leketi Makalela, "Breaking African Language Boundaries: Student Teachers' reflections On Translanguaging Practices," *Language Matters* 46, no. 2 (2015): 275–92; O Adenipekun, "Nigeria: Language Policy Will Engender National Development," Available in [Http://:Www. Vanguardngr. Com](http://www.vanguardngr.com), 2010; Statistics South Africa, "Primary Tables South Africa: Census '96 and 200 Compared," Statistics South Africa, 2004..

<sup>23</sup> Makalela, "Translanguaging as a Vehicle for Epistemic Access: Cases for Reading Comprehension and Multilingual Interactions."

<sup>24</sup> Makalela and McCabe, "Monolingualism in a Historically Black South African University: A Case of Inheritance," 1; Heugh, *Language Policy and Education in Southern Africa. Encyclopaedia of Language and Education*, 171; Brock-Utne, *Whose Education for All?: The Recolonization of the African Mind*, 6.

<sup>25</sup> Yafele and Makalela, *Language and Institutional Identity in the Post-Apartheid South African Higher Education: Perspectives on Policy and Practice*.

<sup>26</sup> J. W. Tollefson and Tsui A. B. M., "Language Diversity and Language Policy in Educational Access and Equity," *Review of Research in Education* 38 (2014), <https://www.researchgate.net/publication/275921862>.; N Cele, "Understanding Language Policy as a Tool for Access and Social Inclusion in South African Higher Education: A Critical Policy Analysis Perspective," *South African Journal of Higher Education* 35, no. 6 (2021): 25–46.

<sup>27</sup> Leketi Makalela, "Uncovering the Universals of Ubuntu Translanguaging in Classroom Discourses," *Classroom Discourse* 10, no. 3–4 (2019): 237–51.

integrated into education and official settings, these policies dominantly kick into the preservation of linguistic inherited attributes and the promotion of cultural identity.<sup>28</sup>

In Nigeria and South Africa, language policies significantly reshape linguistic diversity by suggesting the use of indigenous languages alongside foreign languages in education and public life. This approach not only contributes to the preservation of cultural heritage but also ensures the interruption existence of many native languages by incorporating them into the educational system and public context use.<sup>29</sup>

### **Categorization of the Two Nations' Indigenous Languages**

Nigeria strategically incorporates its indigenous languages into its educational policy, designing them as mediums of instruction in early education and cultural studies. This line of action aims to support multilingualism and protect linguistic practices that have been passed down from the past by tradition. Also, 11 languages, including English, Afrikaans, and several African languages are approved by the South African government within its language policy. Special importance is placed on the development of these languages for educational, governmental, and official uses with the intention setoff setting the record straight about historical irregularities and elevate linguistic equivalence.<sup>30</sup>

Nigeria's policy prioritizes the inclusion of its diverse indigenous languages in education to improve unity and preserve cultural heritage.<sup>31</sup> South Africa's proposition is molded by historical unfairness which struggled to hike up previously relegated to lower-edge indigenous languages, advancing social contentedness and inclusivity.<sup>32</sup> Both countries share a commitment to promoting multilingualism and linguistic equity to improve educational access and outcomes, although adapting their strategies and implementations to their unique national identities and linguistic landscapes.

The grouping of indigenous languages within the language policies of Nigeria and South Africa is supported by their clear historical, cultural, and linguistic conditions. Heugh, and Stroud. Tsoure, and Sani stress the fact that emphasis on the integration of major indigenous languages into the educational systems will promote unity, and increase educational accessibility.<sup>33</sup> In South Africa, Makalela highlights the policy's aim of addressing historical imbalances by elevating indigenous languages to official languages of instruction alongside English and Afrikaans, emphasizing linguistic equality and cultural preservation.<sup>34</sup> Both policies acknowledge the significance of multilingualism in education, tailoring their approaches to specific sociolinguistic contexts and national objectives.

### **RECOMMENDATIONS**

The authors make recommendations that the development of inclusive language policies that recognize and promote linguistic diversity should be assigned a priority position by the policymakers. The implication of this is that indigenous languages are adequately represented and supported alongside official languages. Also, the systematic plan of action for classifying indigenous languages should be reassessed and amended to ensure that they are all-encompassing and reflective of linguistic diversity. In

<sup>28</sup> Stephanie Rudwick, "Language, Africanisation, and Identity Politics at a South African University," *Journal of Language, Identity & Education* 17, no. 4 (2018): 255–69.

<sup>29</sup> Ignatius Nnaemeka Onwuatuogwu and V S Paul-Mgbeafulike, "African Traditional Educational Framework: Unveiling the Wisdom beyond Western Education," *Nnadiube Journal of Philosophy* 6, no. 2 (2023); Elize Vos and Nadine Fouché, "Language as Contextual Factor of an Education System: Reading Development as a Necessity," *South African Journal of Education* 41, no. 1 (2021); Rajathurai Nishanthi, "Understanding of the Importance of Mother Tongue Learning," *International Journal of Trend in Scientific Research and Development* 5, no. 1 (2020): 77–80; Rudwick, "Language, Africanisation, and Identity Politics at a South African University."

<sup>30</sup> Leketi Makalela, "Community Elders' Narrative Accounts of Ubuntu Translanguaging: Learning and Teaching in African Education," *International Review of Education* 64, no. 6 (December 1, 2018): 823–43, <https://doi.org/10.1007/s11159-018-9752-8>.

<sup>31</sup> M.B. Tsoure and Abu-Ubaida Sani, "Indigenous Languages as Medium of Instruction in Nigerian Primary Schools: Significance and Implications," *Tasambo Journal of Language, Literature, and Culture* 3, no. 02 (February 15, 2024): 32–39, <https://doi.org/10.36349/tjllc.2024.v03i01.004>.

<sup>32</sup> Makalela, "Community Elders' Narrative Accounts of Ubuntu Translanguaging: Learning and Teaching in African Education"; K. Heugh and C. Stroud, "Multilingualism in South African Education: A Southern Perspective," in *English in Multilingual South Africa. The Linguistics of Contact and Change*, ed. R. Hickey (Cambridge: Cambridge University Press, 2020), 216–38.

<sup>33</sup> K. Heugh and C. Stroud, "Multilingualism in South African Education: A Southern Perspective," in *English in Multilingual South Africa. The Linguistics of Contact and Change*, ed. R. Hickey (Cambridge: Cambridge University Press, 2020), 216–38; Tsoure and Sani, "Indigenous Languages as Medium of Instruction in Nigerian Primary Schools: Significance and Implications."

<sup>34</sup> Makalela, "Community Elders' Narrative Accounts of Ubuntu Translanguaging: Learning and Teaching in African Education."

conclusion, there should be a joint force movement of discussion with linguistic specialists, teachers, parents, and communities in the preparation, implementation, and assessment of language policies.

## CONCLUSION

The findings of this study draw a line about the intricate compounded issues and challenges related to handling linguistic diversity of the language policies in Nigeria and South Africa. The investigation brings out several upshots of language policies on linguistic diversity, with some conditions contributing to the progress, preservation and promotion of indigenous languages. The cross-classification methods employed by both nations show off varying levels of inclusivity reflecting the general challenges of presenting linguistic diversity within official language frameworks. Furthermore, despite the strong points and weak parts associated with the language policies, both nations show a commitment to managing and preserving their indigenous languages amid the superiority given to the colonial masters' languages used as and languages.

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