



South West
Doctoral Training Partnership



**The Messy Realities of Anticolonial Research:
Reimagining Language Practices in Nigerian Secondary Education.
Data Analysis Webinar Series.**

By
Mercy Onyemaechi Martins
University of Bath, UK



Presentation Outline



Part 1: Introduction and Context



Part 2: Ethics and Methodological Decisions and Justifications



Part 3: Data Analysis Decisions



Concluding Reflections

Introduction



DOCTORAL THESIS



FIVE MONTHS FIELD
WORK



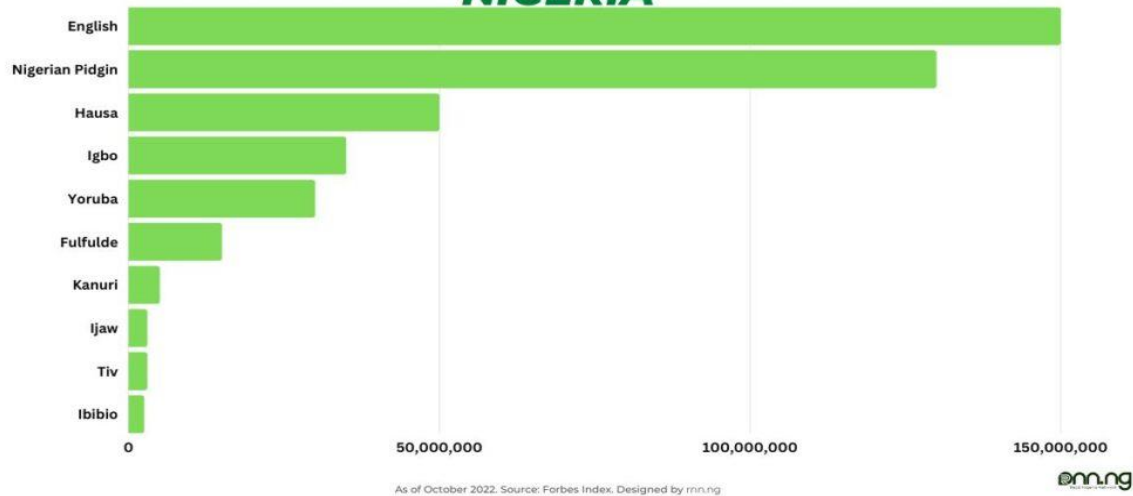
NIGERIAN SECONDARY
SCHOOL



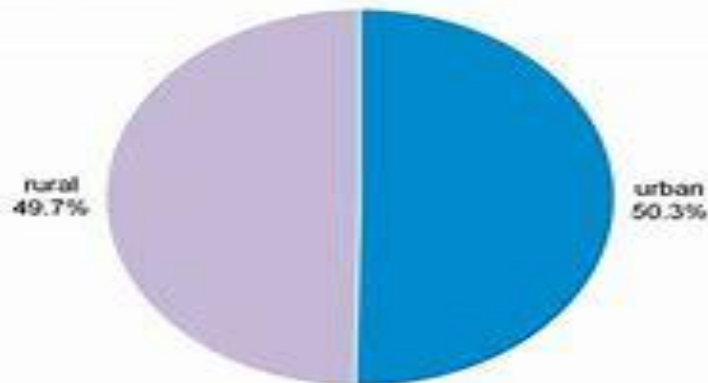
COLONIAL HERITAGE
AND ENGLISH
LANGAUGE USE

Context

MOST SPOKEN LANGUAGES IN NIGERIA



Nigeria urban-rural (2018)



Nigeria is Africa's most populous country with over 200 million people.

Nigeria, with about 500 languages, accounts for 18-20% of Africa's linguistic diversity.

English is the most spoken language followed by the Nigerian Pidgin.

English is the official medium with Igbo, Yoruba, and Hausa as national languages.

Summary of Language in Education Literature

- Extant literatures focus more on the instructional part of language in the classroom (see Probyn, 2006; Vuzo, 2018; Kiramba, 2018).
- Limited literatures have connected Language to broader issues of epistemic exclusion and other socio-economic issues (see Kuchah et al., 2022; Milligan et al., 2023).
- These research however is quite restricted to classroom spaces with little or no focus on non-classroom spaces present in secondary schools.
- My research focuses on school language practices in non-classroom spaces, aiming to transform practices that marginalise indigenous languages and prioritise colonial languages, particularly English.

Research Questions

1. How do school policies govern language practices within Nigerian secondary schools?
2. How can the anti-colonial praxis, centred on resistance and agency, be employed to confront language practices in secondary schools?

Ethics and Methodology

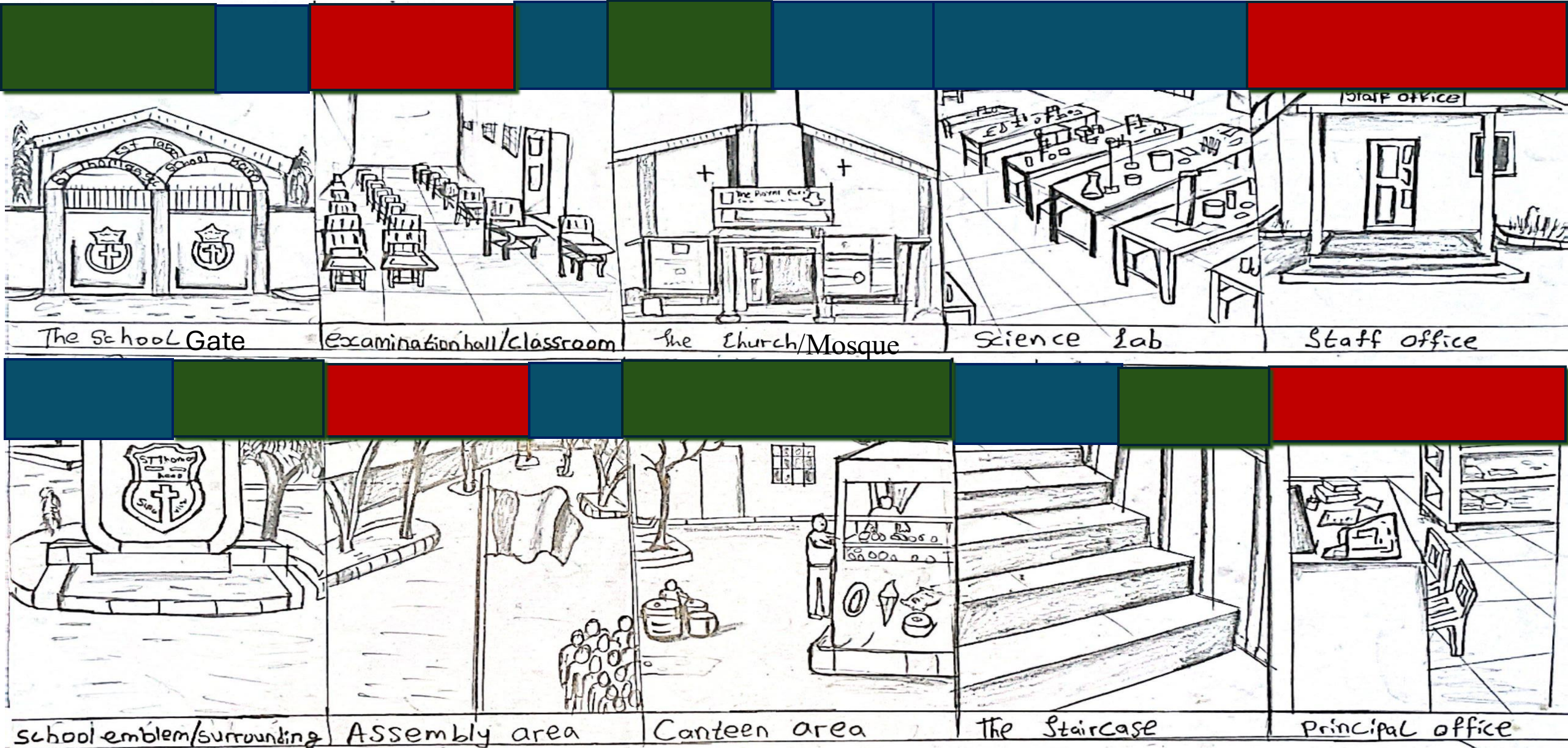
- Ethics at Bath: Institutional versus Local ethics.
- Participatory research within institutional framework?
- A flexible methodological design.
- Supplementary ethics as an in-between space between institutional ethics and anticolonial/ participatory research.
- A method that amplifies the voices of the marginalised learners.
- Navigating and negotiating my positionality as an insider and outsider.

Methodology II

Research Questions:	Field Work Stages:	Methods & Participant: P=Participants & Research = R
<p>RQ1. How do school policies govern language practices within Nigerian secondary schools?</p>	<p>Phase 1 (Indigenous, Creative, and Qualitative Methods)</p>	<p>Map Making (P) and Talk Circle (PR).</p> <p>56 Students from all the secondary school year.</p> <p>Observation (R): Based on the maps and the data from the mapmaking and talk circles, I observed those spaces during some break periods to take note of the language practices that take place there.</p>
	<p>Initial Sense Making of phase 1 Data</p>	
<p>RQ2: How can the anti-colonial praxis, centred on resistance and agency be employed to confront language practices in secondary schools?</p>	<p>Phase 2 (Qualitative, Creative, and Participatory Methods)</p>	<p>Students: 14 - Storytelling (PR) and focus group discussion (PR).</p> <p>Teachers: 15 - Semi structured Interview, focus group discussion (PR).</p> <p>Parents: 5 - Semi structured Interview (PR).</p> <p>Principal, Administrative Staff, Member of the Governing board and ad-hoc staff: 1 each – Semi Structured Interview (PR).</p> <p>Drama: 50+ Students and Discussions 15 Students (PR).</p>
	<p>Initial Sense making of phase 2 Data</p>	<p>Participatory Analysis (PR) of <i>some</i> of the data with the students to form Initial codes.</p>

Map showing some part of the school.

Key: Red= Danger, Blue=50/50, Green=Safe



Some Pictures from the Drama





ACT SIX: Punished for using my Local Language (2 student and 2 mother)

Narrator: Two students were caught using their mother tongue to communicate in the school environment. They were punished in school, and they went home after school.

Mother 1: My son you are back. Welcome home (In local language).

Son 1: Yes, mummy I am back (In English).

Mother 1: How was school today? (In local language)

Son 1: It was okay (In English).

Mother 1: Why are you answering me in English? Is everything okay (In the local language)?

Son 1: I was punished for using my local language in school today. I do not want to speak it anymore so that I would not mistakenly speak it in school and be punished. The language is not good or important. I should only speak English because that is the language I need.

Mother 1: That's not true. English is important and so is your local language. Your local language represents your identity. It is your culture. Who you are.

Son 1: Mummy, it is because they are nit flogging you for speaking our language that is why you think like this. (He walks away).

Narrator: As the son walks away, the mom is worried. She wants her son to speak his local language but does not like the idea of him being punished for doing so. She sits by herself thinking of what to do. Lets go to the second student.

Mother 2: Welcome home my son. How was school today.

Son 2: School was fine.

Mother 2: Did anything interesting happen in school today? Did you learn anything new?

Son 2: Nothing interesting happened in school today except if you count the idea of being punished by my teacher for speaking our language in school.

Mother 2: I told you to focus on speaking English. There is no gain in learning your local language. We rarely go to the village, and we want you to study abroad. Your language is not important. I hope you learn from this.

Son 2: Okay mummy. I wanted to learn the language because it is part of my identity but if you say it is not important, I will stop learning and speak only English.

Mother 2: Good boy. Go and freshen up, Dinner will be ready soon.

Narrator: Two different reactions to the same issue. You all should ponder. What is the right approach to this scenario. The end.

Joker/narrator: Now you see it, two different reactions to one situation. Which one is right, the classic mother or the modern day mum.

4. ACT FOUR: THE DROP OFF (1 Parent, 3 Teachers, 1 Student)

Narrator: At the school gate, a parent is dropping off his child, the child enters the school, waving the dad and saying bye in their local language to the dad and the dad is saying to the child in the local language that he would see him later when he comes to pick him up.

Parent: Bye my son (In Igbo).

Student: See you later Dad (In Igbo)

Parent: I will pick you up by 3:30 pm Sharp. Don't keep me waiting (In Igbo).

Student: Okay Daddy. I have heard (In Igbo).

Narrator: The teacher on duty hears this exchange and after the parent left, asks the student to kneel down at the side of the assembly ground.

Teacher: Why are you speaking Igbo? Don't you know that as long as you enter this school gate, you should only speak English?

Student: I am sorry sir. I forgot.

Teacher: Go to the assembly and kneel down.

Narrator: The student kneels down throughout the assembly of 30 minutes and was later told by the teacher to go to his class after cautioning. The teacher returns to the staffroom, uses the Nigerian Pidgin and his local language to discuss with other teachers.

Teacher: How far pa, where this woman dey? She don go class already? Who go give me marker now? I no get marker to teach or, where she dey, keep the marker set?

Narrator: The teacher continues, other teachers join him but he faces no consequence.

Teacher: (Silolagui; Kai I am late for class oo (In Igbo).
Now principal will start shouting for me -- oo. You people are still here, come on get out. I don't want to hear you speaking Igbo again. (goes off to class)

Student 2: He is punishing me but he is doing the same thing. (goes off in anger)



Data Organisation: Some tips

- Outlook folder for research data generation
- Divided folder by phases and sub-divided by method.
- Two journals: One for observations and the other for noting names of participants and cues during each methods to aid in analysis.
- Co-produced things like maps, were given to the students with pictures taken and saved by year groups.
- Audio recorder/ Phone for recording things like focus groups, interviews, stories, talk circle and saving it with the group, method, and date.
- Save transcripts within the same folder of the recording and then remove recording for anonymity.

Data Analysis

- My Dataset: 56 maps, 11 talk circles of an average of 1 hour, 25 interviews of an average of 30 minutes, 14 stories averaging 15 minutes, 4 focus groups averaging an hour, 2 participatory analysis sessions, observation notes, reflective journalling, 1 discussion of drama.
- Some dataset in Nigerian Pidgin English and some notations of emotions.
- Available transcription softwares and the perceived limitations.
- Protecting the voices of your collaborators.
- Adapted thematic analysis using participatory data from the field.

Adapting Braun and Clarke's 6 steps to thematic analysis

Braun & Clarke Six Steps to Thematic Analysis	Adapted with Participatory Analysis
Step 0:	Participatory data analysis with learners which identified initial codes.
Step 1: Familiarisation	Going into the data with the codes provided by the learners and identifying gaps.
Step 2: Generating Initial Codes	Adding new codes to the codes generated by the learners. Refining and merging the codes and phrases made by the learners.
Step 3: Searching for Themes	Grouping codes that speak to a bigger issue together.
Step 4: Reviewing Themes	To ensure the themes reflected the central idea of the code, some of the wordings were altered.
Step 5: Defining and Naming Themes	At this stage, once we had become familiar with the themes and codes, we refined the themes to ensure that their meanings were clearly reflected in the codes, and that each code was supported by data extracts illustrating the theme.
Step 6: Producing the Report	This became the final writing stage that incorporated the themes, code and the data to back it up. Ensuring that the codes that were coined by the learners were not presented as researchers' terminology.

Concluding reflections: The Anticolonial Researcher

Amplifies the voices of marginalised groups.

Work within what is available, sometimes with the intention to disrupt inherited colonial practices, other times navigating what is available like with the ethics.

Ensure that the voice of your collaborators are preserved at all cost.

Deciding what is shared and what is preserved. Not all that is shared should be reported. It is part of your duty of care.



THANKS FOR LISTENING

ANY QUESTIONS?

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