BILINGUAL TEACHING APPROACHES USED BY THE TEACHERS TO PROMOTE BILINGUALISM IN ENUGU STATE, NIGERIA

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Abstract: This paper discussed bilingual teaching approaches used to promote bilingualism of the students in selected secondary schools in Enugu East Local Government Area of Enugu State, Nigeria. The paper was anchored on two bilingual theories: Common Underlying Proficiency (CUP) and Development Interdependence Hypothesis (DIH) by Cummins. It adopted descriptive survey design, using mixed method of data collection and analysis in the form of structured questionnaire, interview guide and classroom observation schedule. It also employed simple random and purposive sampling techniques to select the participants and sampled six private and public secondary schools. The sample constituted 240 students of JSS and SSS, 30 teachers and 6 principals. The quantitative data was ordered, coded and analysed using descriptive statistic tools of Statistical Package for Social Scientists (SPSS) version 20 and presented in the forms of tables, frequencies and percentages. The qualitative data was recorded, transcribed, analysed and presented. The findings revealed that the bilingual teaching approaches were mixed up with other teaching and learning techniques. More so, the teachers lacked the knowledge of effective bilingual approaches that promoted bilingualism of the learners. The paper therefore recommends that the ministry of education should adopt and implement bilingual education language policy and train more bilingual teachers on effective bilingual teaching approaches to promote bilingualism. The school administrators should equally provide in-service trainings to empower the teachers to be able to meet the emerging bilingual needs in the classroom

Key Words: Bilingual education, teaching approaches, bilingualism

1.1 Study Background

Bilingual education has continued to raise linguistic interest worldwide because of the emerging need for the survival of endangered native languages. More so, the rising numbers of immigrants who find themselves exposed to languages other than their native languages, all add to the global interest in the language in education and bilingualism. Furthermore, with the fast development and globalization of our world, communication between people of different language backgrounds becomes increasingly frequent and important; this makes Monolingualism become a hindrance to global communication in the twenty-first century (Lai, 2018).

The need for the promotion of bilingual education in Africa has witnessed great support both outside and within the continent itself as revealed in the Language Plan of Action for Africa, as agreed in July 1986 in Addis Ababa, the work of African Academy of Languages (ACALAN) and the Asmara Declaration (2000). This is because up to the present, the African policy makers have not given adequate attention to the promotion of African indigenous languages especially in the education system. The enthronement of English language in the African education system has detrimental effect on the acquisition and development of the native languages which in turn affects the general academic performance of the students at various levels of education.

Nigerian education system is not disconnected from the rest of the African nations where the language of instruction remained the language bequeathed to us by the colonialists after independence. In Nigeria the National Policy on Education (NPE) which has witnessed successive review; first provided for bilingual education from its inception in 1929 to the reviewed edition of 2004. However, the recent review (2013) placed priority to the use of English language as the medium of instruction from the lower primary to the university education. Supposedly the language of instruction in the lower primary 1-3 was mother tongue (MT). However, this has never been implemented. The priority and preference given to the use of English language as medium of instruction leaves the provisions of the NPE unimplemented in the schools. As a consequence, little or no attention was given to the bilingualism of the learner visa vice the teaching approaches that would promote the bilingualism of the learners at the different levels of education in Nigeria.

The situation remained the same in Enugu state which has 17 local government areas includes Enugu East local area the concentration of this study. Enugu East Local government has about 51 government approved secondary schools consisting of 40 private owned and managed secondary schools and 11 governments established and managed secondary schools. Available statistics gave the percentage of enrolment of girls as slightly higher than the boys in both private and public schools. The retention level of students showed that the boys easily drop out while the girls persevered to the end, (Ministry of Education Enugu State 2013/2014 Annual Census Report). On the other hand, there are Eight Hundred and Ninety-five (895) teachers in Enugu East local government area of Enugu state, source; (PPSMB Zonal Office Enugu, 2017 & 2018).

These number of teachers whether professionally trained as teachers or semi-trained are employed by the various school   management to teach and impact the learners using whatever technique/approaches appropriate to each subject area(s) they teach. Therefore, the effectiveness of teaching and learning in Enugu East local government depends on the efficiency of the teachers in the education system. This includes the teaching approaches used by these teachers in their various classrooms to impact the learners. According to Okeke, (2011) the quality, competence,

character of a teacher and teaching technique/approaches are factors that influence quality education and its contribution to the national development. By implication, the teaching approach employed by the teachers in a bilingual classroom determines the level of bilingual learners that will be produced. This in turn correlates the level of response to academic instruction and the learners' general academic performance. According to Thomas, Appoloni and Parry (2018) bilingual teaching methods serve to enrich pupils experiences of being educated primarily through a minority language, with the ultimate goals of ensuring that learners become confident bilinguals. Hence this paper explored the teaching approaches used by the teachers in Enugu East local government area of Enugu state to promote the bilingualism of the learners where bilingual education is provided.

The literature on teacher policy enactment in bilingual education contexts has emphasized teachers' important role in supporting or constraining the goals of additive bilingual programmes or other programmes meant to promote the bilingual education of the learners (Zuniga, Henderson and Palmer, 2018). Kroskrity, 2004 cited in Zuniga, et al. (2018), points at the teachers' ideology as an analytical tool to understanding and enactment of bilingual policy which is based on their beliefs or feelings about language as used in the social world. The above statement, however, implies that if the teacher believes in the bilingual education's values/advantages to him/herself, this facilitates his/her effort to inculcate the same beliefs and ideology in the learners. Consequently, this will reflect on the teachers teaching approaches/methods employed in the classroom discourse to promote bilingual education.

Furthermore, teaching approaches include instructional strategies that the teacher employs in the transfer of knowledge to the learners according to the set objectives. It involves all the things the teacher uses to aid the learners in their learning process. They are the means used to bring about effective teaching and learning. Obara and Okoh (2005) regard instructional strategies and materials as "all the things the teacher utilizes to interactively enhance, motivate and facilitate teaching and learning in an attempt to ensure the achievement of set objectives." Thus the more effective the teacher's approach employed to teaching and learning in bilingual education is, the more beneficial it is to the learners while the reverse can equally be detrimental to the learners' attainment of the bilingual goal.

1.2 Literature review

Different research has been carried out to determine the approaches used by teachers to assess the effectiveness of teaching approaches employed by teachers in teaching and learning. However, it is needful to explore the bilingual teaching approaches where bilingual education is provided. In the field bilingual education, there are specific approaches which facilitate bilingual education which when utilised by the teachers, enhances the achievement of the learners' bilingualism with much ease. Thomas, Appoloni and Parry (2018), identified some of the bilingual approaches as (a) interaction method: (language corrections targeting the appropriate use of the MT, discourse strategies, Teacher input – child output), (b) translanguaging, (c) Native speaker models, (d) Content language integrated learning (CLIL) and (e) Task-based learning model. These approaches when effectively utilized in the bilingual classroom facilitate the learners opportunity to become bilingual.

Evans (2018); Gonsalez-Carriedo and Harrell (2018) in different contexts looked at the different

approaches employed by the teachers in bilingual classroom to achieve bilingualism. Their findings revealed that some teachers' approaches encouraged conventional knowledge of literacy teaching in the learners as well as evolving self-reflection on language and culture, unwavering commitment to understanding bilingual identities represented in the classroom and a mind-set oriented in action and advocacy in the bilingual education. Further, it showed teachers focus on guiding the students in traversing borders, cultivation of quality practices and building capacity for equity-oriented action geared toward bilingual appreciation. Similarly, the research revealed that the teachers' perception and use of technology to support the linguistic and academic development of the bilingual and biliterate students were significantly positive. It concludes that positive contribution and role of the teacher using the appropriate bilingual approaches can enhance their appreciation of bilingual education where the language policy in education provided for the students' bilingualism.

Significantly, the different teaching methodology which the teacher conveniently uses in the classroom has substantial ways of motivating and encouraging the learners' interest in the learning environment. This requires that teachers become versatile and creative in order to impact the learners positively to enjoy a relaxed learning environment in which content is effectively communicated. However, when teachers lack, teaching and learning creativity, it becomes detrimental to the learners who might lose interest in the classroom and content being discussed. The study of Cahyani, Courcy and Barnett (2018) confirmed this as revealed in the ethnographic case study which portrayed the teachers' bilingual teaching approach of using code-switching to impact the learners in a bilingual classroom. More so, Sakaria and Priyana (2018) explored the use of code-switching as an instructional strategy in the teaching and learning of foreign or second language in a bilingual context.

The findings of these two studies revealed that the teachers' code-switching was an approach frequently used to support students to gain an understanding of unfamiliar concepts, where the pedagogical focus was on the subject matter more than in language. Thus, the code-switching functioned as translanguaging which occurred as an intentional strategy for teaching in these bilingual classrooms, integrating the two languages in order to achieve better communication and engagement in learning.

Teachers are indeed the key role players in the successful implementation of any language policy and whatever approach they adopt either impacts positively or negatively in promoting bilingualism in the school environment (Ndamba and Wyk, 2018). This was confirmed in the study of Atakpa (2018), Umar, (2018) who in their different contexts explored the language approaches used by the teachers to promote the bilingualism in their learners. The research findings of these two related studies revealed that the teachers interviewed used a variety of language teaching approach in communicating with the pre-primary and primary pupils. This means that they interchanged between, the language of the immediate community, Mother tongue and English language to teach the pupils. These languages are used to identify, present, discuss, teach mathematics and name objects in the classroom and outside with the aim of developing the literacy skills of the children. Conclusively, the use of MT and language of the immediate community (LIC) has a significant positive impact on the pupils understanding of concepts and mathematics and other subjects where the approaches were applied.

1.3 Methodology

This study was carried out in 6 selected secondary schools in Enugu East Local Government Area of Enugu state Nigeria. Enugu East Local Government of Enugu state has a total number of 51 government approved secondary schools consisting of, forty (40) private owned and eleven (11) governments owned and sponsored. The study population comprised of secondary school 240 students and 30 teachers selected from private and public schools in Enugu East Local Government Area of Enugu state Nigeria. It sampled the students of JSS 1 and JSS2 and SSS1 and SSS2, the teachers of the English language, Igbo, Social arts, Sciences, Christian Religious education. This class of students were selected because they are presently undergoing instruction in the classroom and was able to reflect the implication of the bilingual teaching approaches used by the teachers and the bilingual programmes in the school that impact on their response to instruction. The researcher used questionnaires for the teachers and students. more so, the researcher employed classroom observation to obtain added information on the teachers' bilingual teaching approaches and students activities that provided bilingualism in the classroom. The questionnaire consisted of open and closed-ended questions and was structured thematically in a manner that provided answers to the research questions. The open questions were required to allow the respondents give their lived experiences and opinion in order to provide needed answer to the research questions. Similarly, the closed-ended questions were given to enable the respondents to provide structured responses to the research questions.

1.4 Findings and Discussions

In order to establish the teachers' level qualification, the demographic information was structured. This was needed to ascertain the suitability of the teachers to apply the various bilingual teaching approaches where bilingual education was provided. Table 1 shows the distribution of the teacher's level of qualification in their different subject areas.

Table 1: Teachers' Level of qualification

Statement	Frequency (f)	Percentage (%)
Bachelor degree	20	74.1
Master Degree	3	11.1
Doctorate/PhD	1	3.7
Missing	3	11.1
Total	**27**	**100.0**

Source: Field data, 2019

Table 1 shows the teachers level of qualification, in which the majority of the teachers had bachelor degree 20 (74.1%), 3(11.1%) had a master degree in their subject area and 1(3.7%) had a doctorate degree in the subject area. The result suggests that the teachers had the minimum teaching requirement in their subject areas and were suited academically to carrying out the implementation of bilingual education where they are provided in the schools. It also shows that the teachers stood a better chance to respond to the research questions supported by their level of education in their

respective fields of specialization

Table 2: Teachers' length of service

Statement	Frequency (f)	Percentage (%)
1-10	10	37.0
11-20	7	25.9
21-30	6	22.2
31-40	1	3.7
41-50	1	3.7
Missing	2	7.4
Total	**27**	**100.0**

Source: Field data, 2019

Table 2 portrays the teachers' length of service and experience. The data revealed that the most of the teachers had served as teachers between 1-10 years 10(37.0%). This was followed by those who had served for 11-20 years 7(25.9%) and those who had put in 21-30 years of teaching experience 6(22.2%). The least were the teachers who had served for 31-50 years 2(7.4%). However, 2(7.4%) were missing- this figure represents some teachers who failed to disclose their length of service years. The result suggests that the teachers to some extent; have a great wealth of teaching experiences which was capable of helping them to effectively implement the appropriate bilingual teaching approaches where they existed to enhance bilingual education of the students. It equally revealed that the teachers' length of service had exposed them to the benefits of bilingual education to the students having interacted with the different levels and sets of students over the years.

Table 3: Teachers Subject Area

Statement	Frequency (f)	Percentage (%)
Language(s)	11	40.7
Sciences	9	33.3
Social Arts	3	11.1
Vocational Skills	4	14.8
Total	**27**	**100.0**

Source: Field data, 2019

Table 3 presents the teachers subject specialization area. This was needed to establish the subjects taught and how they apply bilingual approaches to achieve the aim of bilingual education. Thus, the responses revealed that most of the teachers taught languages 11(40.7%) either English or Igbo language; while 9 (33.3%) taught Sciences, 4(14.8) Vocational Skills and 3(11.1%) taught Social Arts. Language and especially the language of instruction are central to other subject areas such that the effectiveness of the language of instruction determines to a larger extent, the success of the students in all the subjects. The positive impact of language proficiency helps to reduce language difficulties of the students and help them to achieve better academic performance, (Lin & He (2019). The data presented postulated that the teachers of languages outnumbered other

respondents in the sampled schools. This was because from observation, in each of the schools there were more English language teachers than other subjects' areas. For instance, in one of the schools, there were about 5 English language teachers for the junior classes while there was only 1 (one) Igbo language teacher who covered the whole junior classes. This showed that local language teachers were lacking in the secondary schools in Enugu East local government area. Again, it equally suggests that prominence was given to some subjects like English language which was also one of the intervening variables of this study. This finding agrees with Nwankwo (2018), Eme (2018) and Igboanusi (2015) whose findings revealed that the prominence given to English language has adverse effect on the development of the local languages visa vice bilingual education in the Nigerian education system.

Bilingual Teaching Approaches used by the teachers to promote bilingualism

Teachers are indeed the key implementers of bilingual education because they interact with the students on daily basis. It was essential for this study to discover the various teaching approaches employed by the teachers in the classroom in their attempt to promote bilingual education. These approaches where they existed were supposed to effectively promote bilingualism while the absence of them, militates against bilingual education.

Table 4: Bilingual Teaching Approaches - Student Responses

Statements	SA		A		U		D		SD	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
My teacher use both mother tongue and English to teach and explain concepts	114	47.5	88	36.7	16	6.7	16	6.7	5	2.1
I enjoy group work as teaching strategy	133	55.4	73	30.4	17	7.1	9	3.8	8	3.3
I enjoy content-based language instruction approach in teaching all subjects	49	20.4	83	34.6	60	25.0	33	13.8	14	5.8
I enjoy the use of translanguaging in the classroom interactions and expression of ideas	146	60.8	67	27.9	17	7.1	5	2.1	5	2.1
I enjoy lessons taught using multiple language proficiencies, content knowledge, in all subjects	106	44.2	71	29.6	39	16.3	15	6.3	8	3.3

Source: Field data, 2019

Table 4 presents the data on the students' response on the different bilingual approaches employed by the teachers in the classroom geared towards the learners' bilingualism. Majority of the students 202(84%) agreed their teacher used L1 and L2 as teaching approach, 21(8.8%) disagreed and 16(6.7%) were uncertain. Further, 206 (85.8%) agreed that they enjoyed group work as a bilingual teaching strategy to encourage bilingual education in the classroom. Those that disagreed and were uncertain about the usefulness of group work in the promotion of bilingual education amounted to 17(7.1%) and 17(7.1%) respectively. This perhaps suggested that classroom interaction among the students and their teachers significantly impacted on their learning and use of language which further boosts their language competence and proficiency.

Similarly, the students confirmed their ability to understand lessons taught using content-based language instruction approach which was also a bilingual teaching approach. Most of the students 132 (55%) agreed that they enjoyed content explained using MT as instruction approach in teaching all subjects while 60(25%) were uncertain about their stance and 47(19.7%) disagreed on the understanding of content-based instruction teaching strategies. Byun et al (2011) cited in Lin and He (2019) argued that the overall implementation of English language as a medium of instruction across academic disciplines can hinder student's comprehension of the teaching content. By inference, therefore, when difficult contents are explained using the learners L1 as well as the L2 in a bilingual environment, the comprehension of such concept by the students is greatly facilitated. This therefore supports the argument of this study that when the learners are taught and had concepts explained using their L1 and L2, it enhances their response to academic instruction and their general performance across all the subjects.

Again, an overwhelming percentage of the students 214(88.7%) agreed on the benefit of translanguaging as a bilingual teaching approach in the classroom, 17(7.1%) were uncertain and 10(4.2%) disagreed on the benefit of translanguaging as a bilingual teaching approach. Additionally, 177(73.8%) affirmed that the use of multiple language teaching approaches in English and Igbo languages helped them to comprehend the lesson, 39 (16.3%) were uncertain and 23(9.6%) completely disagreed. The students' affirmation of the benefit of translanguaging as teaching approach agrees with Baker (2006) which asserts that translanguaging offers a deeper understanding of a subject than that provided in a monolingual context, where students can write about topics without fully understanding it. Baker further claims that translanguaging helps the students to develop verbal communication and literacy in the weaker language and that it serves as a means of integrating L1 and L2 speakers.

This affirmation suggests that, where these approaches were effectively utilized by the teachers, comprehension of the lessons was enhanced and the students' performance positively impacted. Research has shown that, while English only policy is failing; bilingual education has continued to prove the most successful ways of achieving long-term academic success. This means that there is strong evidence of the relationship between sustained instruction in the students' L1 and L2 and their positive outcome, (Genesee and Geva, 2006).

Bilingual Teaching Approaches -Teachers Responses

The research questionnaire required that the teachers confirm the different bilingual teaching approaches they employed in the classroom. It was vital that the teachers themselves expressively respond to affirm or disapprove the application of the different bilingual approaches available.

Hence the following table present the teachers responses;

Table 6: *Teachers' Responses on bilingual Teaching Approaches*

Statement	SA		A		U		D		SD	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I teach using Igbo and English language simultaneously	11	40.7	8	29.6	4	14.8	2	7.4	2	7.4
I teach using only English in the class	4	14.8	6	22.2	3	11.1	7	25.9	6	22.2
I adopt Content-based language instruction approach	7	25.9	10	37.0	7	25.9	1	3.7	1	3.7

Source: Field data, 2019

Table 6 illustrates the teacher's submission to the bilingual teaching approaches used to promote bilingual education in the classroom. Majority of the teachers agreed that they use the students' L1 and L2 in teaching across the subject, 19(70.3%), 4(14.8%) and 4(14.8%) were uncertain and disagreed respectively. Divergently, most of the teachers 13(48.1%) disagreed to their use of English only as a teaching approach in the classroom, while some of the teachers 10(37%) agreed that they use English only to teach across the subjects and the least 3(11.1%) were uncertain. The teachers' acceptance that they sometimes used the learners L1 and L2 as an approach to promote bilingualism was a positive affirmation of the benefits of bilingual education to the learners where they are allowed. It equally confirmed the students' responses that the teachers applied such bilingual teaching approaches.

Table 7: Teachers' effort at promoting bilingualism in the classroom

Statement	SA		A		U		D		SD	
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*
I make serious effort to promote the use of two languages in the class	7	25.9	11	40.7	1	3.7	5	18.5	3	11.1
I encourage and allow students to communicate in MT	8	29.6	6	22.2	3	11.1	7	25.9	3	11.1
I Encourage students group work strategically in all subjects	16	59.3	5	18.5	5	18.5	-	-	-	-
I allow students to use two languages in class interactions and expression of ideas	5	18.5	12	44.4	4	14.8	3	11.1	3	11.1
The use of MT is not allowed within the school	5	18.5	-	-	7	25.9	8	29.6	7	25.9

Source: Field data, 2019

Table 7 presents other efforts the teachers made in the classroom to promote bilingualism.   The teachers 18(66.6%) affirmed that they made a serious effort in the classroom to promote the use of two languages (bilingualism) and 8(29.6%) disagreed to this effort toward the promotion of bilingualism while others were uncertain, 1(3.7%). More so most of the teachers 14(51.8%) agreed that they encourage the students to communicate in the MT within the classroom while 10(37%) disapproved it and 3(11%) remained uncertain. Similarly, the teachers 21(77.8%) consented to the value of group work in promoting bilingualism in the classroom meaning that they encouraged the students to use it in their interactions and communications in the classroom. On the other side, 5(8.5%) teachers were uncertain to the value and promotion of group work among the students. Again, interaction within the classroom played a vital role in the students' acquisition and learning of languages. Thus most of the teachers 16(62.9%) accepted that they allowed the students to use both Igbo and English languages in their classroom interaction as an approach to promote bilingualism. 6(22.2%) disapproved the use of two languages while 4(14.8%) remained uncertain.

Different research affirmed that L1 serves as a useful tool for the acquisition of L2 so as to solve learning and communication problems. This implied that children must be allowed the access to knowledge and communication in their L1 within the school system. Utne, (2005) cited in Ali and Ajibola, (2019) agreed that children should be allowed access to knowledge and communication in their L1 in order to maximize the goal of teaching and learning.   To this fact, most of the teacher 15(55.5%) disagreed that the use of MT was not allowed in their schools whereas 5(18.5%) agrees that MT was allowed and practiced within their school. Observation however, revealed that most of the schools where the use of L1 was prohibited, students rarely interacted and communicated freely for fear of mistakenly using the L1 and he/she is reported to the teacher or whoever was in charge of disciplining offenders.

Bilingual approaches employed by teachers for better understanding of lessons

The teachers' responses were organized according to emerging themes as follows: the use of translanguaging, questioning and role play, teacher/students free interaction and demonstration, explanation and experimentation. These were some of the teacher's bilingual approaches that were used across different subjects to enable the students to comprehend the lessons while explaining the concept being taught. Some of the teachers' views include:

> *"We use question method and student-teacher interaction method"*
> *(Teacher informant, 25, 2019)*
> *"I make use of Igbo and English language in order to carry everyone along or together and I am always playful in the classroom"*
> *(Teacher informant 8, 2019)*
> *"I use questioning and play way approaches to know the level they are…*
> *(Teacher informant, 24, 2019)*
> *"Sometimes I use two languages to explain my lesson in the class to enable the students to understand the lesson more"*
> *(Teacher informant, 12, 2019)*
> *"By translating some words in our language to help them"*
> *(Teachers informant 15, 2019)*

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From the above responses of the teachers, it was clear that some of them made effort towards helping the students to comprehend their lessons using different approaches which they were conversant to. On the other hand, the teachers responses were suggestive that majority of them did not know much about bilingual teaching approaches which could be applied to facilitate bilingualism of the students in the classroom. However, the efforts of the teachers at applying some of the identified teaching and learning approaches to facilitate bilingualism in the classroom was supported by Lewis et al, 2012 cited in Thomas, Appoloni and Parry (2018) which suggested that there has been an increased emphases on the promotion of approaches and models that allow, promote and encourage a mix of languages in the classroom in order to facilitate bilingualism which reflects more accurately the learners real-life experiences.

Suggestions on how to encourage bilingualism in secondary school

Finally, the teachers' opinion was sought as to how best to encourage bilingualism in secondary school in Enugu East Local Government Area. Literally, although some schools insignificantly used both Igbo and English language to teach in their schools, there was no specific approved bilingual approaches documented which the teachers were expected to practice. Observation revealed that each school practiced what they thought will enable them to impact the students for maximum response to academic instruction. As suggestions for improvement, the teachers submitted the following;

"Allow the teachers to teach using Igbo and English language "
(Teacher informant 10, 2019)

"I suggest the use of Igbo and English language as a medium of instruction in secondary schools. This will help for easy understanding of the subject especially students who speak L1… More so teach Igbo subject in schools and also create more lesson periods in the timetable" *(Teacher informant 18, 2019)*

1.5 Conclusion

In order to achieve bilingual education, teachers' teaching approaches must contribute greatly to its actualization. Thus this paper concludes that some of the teachers promoted some bilingual teaching approaches within their limited knowledge. These includes; good teacher/student relationship, setting clear expectations about when to use learners L1 and L2, applying the use of translanguaging among others as teaching approaches that promotes bilingual education in the classroom.

However, the paper concluded that the teachers' lack of expertise knowledge of the different bilingual teaching approaches in the field of bilingual education affected their usage in the classroom to promote bilingualism of the learners. More so, some of the teachers lacked sufficient training that could enable them to function effectively in a bilingual classroom.

1.6 Recommendation

In an educational system where bilingual education is provided, bilingual teaching approaches is

most appropriate teaching and learning technique to facilitate the actualization of the bilingual learning goal. Therefore, this paper recommends that first and foremost, that the education system policy makers in Enugu East local government area of Enugu state adopt bilingual education at the various levels of education. When that is set in place, the curriculum developers should plan and adopt the different bilingual teaching approaches as may be relevant to the learning reality of their classroom. For example, from the students' responses, it was clear that they preferred the teaching approaches that encouraged group work, translanguaging, good teacher/student relationship where teachers set clear expectation about when they should use each of the languages in the classroom, teaching approaches that encouraged role play, experimentation and questioning which encouraged bilingual education. These approaches and others should be adequately and effectively used by the teachers to facilitate the learners bilingualism.

This paper highly recommends that the teachers should be well informed in the bilingual teaching approaches available and employ these approaches in teaching and learning which will help the students to achieve the intended bilingual education. Similarly, the teachers should be given opportunity for academic update so that they can be equipped to meeting the emerging need of the bilingual classrooms as well as the technological advancement in education. Some of the responses of the teachers showed that they lacked proficiency in other languages and content based approaches. This paper recommend that more bilingual teachers be trained and employed by the ministry of education to implement bilingual education using the various bilingual teaching approaches. There is need for effective supervision of teachers application of the bilingual teaching approaches in the classroom. the paper suggest that the school administrator adopt a reliable and working measures to monitor and evaluate from time to time the effectiveness of the bilingual teaching approaches in the classroom.

Additionally, the ministry of education should as a matter of necessity put in place effective measure to monitor the bilingual programme when provided. The monitoring should include making sure that all the secondary schools in Enugu state have a working stepped down bilingual policy in their individual school. The ministry of education staff members should also put in place measurement tools to check the application of the bilingual teaching approaches by the teachers at various level of education.

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