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Teachers' perception on the effectiveness of bilingual education models on english language acquisition in Lagos State primary schools

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Abstract

This study aimed to assess the perception of teachers on the effectiveness of bilingual education models on English language proficiency among primary school pupils in Lagos State. The models include: Transitional Bilingual Education, Dual Language Immersion, Two-Way Immersion, Developmental Bilingual Education, Maintenance Bilingual Education, and Content-Based Instruction. Specifically, it sought to evaluate the impact of these models on pupils' proficiency in English and to identify factors impacting on their success. Four research questions and two null hypotheses guided the study, focusing on the models' effectiveness, teacher qualifications, perceptions, and socio-cultural influences. Employing a survey research design, the study targeted a population of approximately 20,000 bilingual education teachers in Lagos State. A sample of 300 teachers was selected using purposive and stratified random sampling techniques across three Local Government Areas (LGAs). Data were collected through a validated 27-item four option structured questionnaire, demonstrating a reliability coefficient of 0.79. The study utilized both online and in-person methods for data collection, with responses analyzed using SPSS, employing descriptive statistics and hypothesis testing to assess relationshipsbetween bilingual education models on students' English language proficiency. The findings revealed a significant positive impact of bilingual education models on pupils' English language proficiencywith a grand mean of 3.50, with teachers' qualifications playing a crucial role in enhancing pupil outcomes. Additionally, teachers' perceptions were largely supportive, although communication gaps with parents were noted. The study concluded that improving teacher training and fostering parental engagement are essential for maximizing the effectiveness of bilingual education. It is recommended that educational authorities enhance teacher training programs and ensure better communication with families to support bilingual initiatives effectively.

Keywords: Bilingual Education, English Language Acquisition, Teacher Qualifications, Teachers Perceptions and Socio-Cultural Factors

Introduction

The effectiveness of bilingual education models in enhancing English language acquisition has garnered significant attention in educational research, particularly in multilingual contexts like Lagos State, Nigeria. Bilingual education encompasses a range of instructional strategies and programs that utilize two languages to teach academic content, aiming to develop proficiency in both languages while facilitating cognitive and academic growth (Afolabi, 2021). In Lagos State, where English serves as the official language and many students come from diverse linguistic backgrounds, the implementation of bilingual education models is crucial for fostering effective language acquisition and academic success.

Research indicates that bilingual education can lead to improved cognitive skills, including problem-solving and critical thinking, as students learn to navigate multiple languages (Ogunyemi, 2020). These cognitive benefits are particularly vital in primary education, where foundational skills in language and literacy are established. Studies have shown that students enrolled in bilingual programs often outperform their peers in monolingual settings across various academic subjects, including mathematics and science, due to the enhanced cognitive flexibility that bilingualism fosters (Adebayo, 2022). For instance, a study by García and Wei (2014) demonstrated that bilingual students display superior cognitive abilities in tasks requiring executive function compared to their monolingual counterparts.

In the context of Lagos State, the educational landscape is characterized by a rich tapestry of languages, with many students speaking indigenous languages at home. This linguistic diversity presents both opportunities and challenges for educators. Effective bilingual education models can leverage students' native languages to support their learning of English, thereby promoting a more inclusive educational environment (Adeyemi & Afolabi, 2019). However, the success of these models largely depends on the quality of implementation, teacher training, and the availability of resources.

The Nigerian government has recognized the importance of bilingual education in its educational policies, advocating for the integration of local languages into the curriculum alongside English. However, the practical application of these policies often varies significantly across schools in Lagos State. Many teachers lack adequate training in bilingual education methodologies, which can hinder the effectiveness of these programs (Ogunleye, 2021). This study aims to assess the current state of bilingual education models in Lagos State primary schools and their impact on English language acquisition.

Bilingual education models encompass various instructional approaches, including Transitional Bilingual Education, Dual Language Immersion, Two-Way Immersion, Developmental Bilingual Education, Maintenance Bilingual Education, and Content-Based Instruction. In the Nigerian context, the most prevalent model is Developmental Bilingual Education, which focuses on maintaining and developing the pupil's native language while simultaneously teaching the second language.

Furthermore, the role of teachers in bilingual education is critical. Bilingual education teachers must possess not only proficiency in both languages but also the pedagogical skills necessary to implement effective instructional strategies. Research has shown that teachers who are well-trained in bilingual education techniques are more likely to foster positive language outcomes for their students (Afolabi, 2021). This study explores the qualifications and training of bilingual education teachers in Lagos State and how these factors influence pupils' learning outcomes.

In addition to teacher training, the involvement of parents and the community plays a vital role in the success of bilingual education programs. Parental support can enhance students' language development and reinforce the value of bilingualism at home (Adebayo, 2022). This study will also examine the perceptions of parents regarding bilingual education and its effectiveness in promoting English language acquisition among their children.

Moreover, assessing bilingual education models must consider the socio-cultural context of Lagos State. The attitudes of students, parents, and educators toward bilingualism can significantly impact the effectiveness of these programs. Research indicates that positive attitudes toward bilingual education correlate with better student outcomes (Adeyemi & Afolabi, 2019). Understanding these attitudes will be essential for evaluating the overall effectiveness of bilingual education models in the region.

In conclusion, this study seeks to provide a comprehensive assessment of the effectiveness of bilingual education models on English language acquisition in Lagos State primary schools. By focusing on the experiences of teachers, students, and parents, the research aims to identify best practices and areas for improvement in bilingual education. The findings will contribute to the ongoing discourse on language education in multilingual contexts and inform policy decisions aimed at enhancing educational outcomes for all pupils.

Statement of the Problem

Despite the increasing implementation of bilingual education models in Lagos State primary schools, there remains a significant lack of comprehensive

understanding regarding their effectiveness in promoting English language acquisition. Various bilingual education initiatives, such as Transitional Bilingual Education and Developmental Bilingual Education, have been introduced to cater to the diverse linguistic backgrounds of students. However, many educators face substantial challenges in delivering these programs effectively due to inadequate training, insufficient resources, and a lack of supportive materials. This has resulted in varied outcomes among students, raising concerns about the overall efficacy of bilingual education in achieving the desired linguistic and academic proficiency.

Previous research, such as studies by Afolabi (2021) and Ogunleye (2021), has highlighted the challenges associated with teacher training and resource allocation in bilingual education settings. However, these studies often focus on isolated aspects of bilingual education, leaving a gap in understanding how these factors interact to influence student outcomes. Moreover, there has been limited exploration of the socio-cultural attitudes of students, parents, and educators toward bilingual education, which can significantly impact the effectiveness of these models.

This study aims to address these gaps by conducting a comprehensive assessment of bilingual education models in Lagos State primary schools, focusing on their implementation, teacher preparedness, and community involvement. Unlike previous studies, this research will employ a mixed-methods approach, integrating quantitative data on student performance with qualitative insights from interviews and surveys involving teachers, parents, and students. By examining the interplay between teacher qualifications, resource availability, and socio-cultural attitudes, this study seeks to provide a holistic view of the challenges and successes of bilingual education in the region.

Ultimately, this research aims to identify best practices in bilingual education, highlight areas for improvement, and contribute to the development of effective policies that enhance English language acquisition among primary school pupils in Lagos State. By filling these gaps, this study will offer new insights and recommendations that can guide future implementation and improve educational outcomes for all students.

Research Objectives

1. To evaluate the impact of bilingual education models on students' English language proficiency in Lagos State primary schools.
2. To assess the qualifications and training of bilingual education teachers and their relationship with pupil outcomes.
3. To explore teachers' perceptions of bilingual education and its

effectiveness in enhancing English language acquisition.

4. To identify the socio-cultural factors influencing the implementation and success of bilingual education programs.

Research Questions

1. What is the impact of bilingual education models on students' English language proficiency in Lagos State primary schools?
2. How do the qualifications and training of bilingual education teachers relate to pupil outcomes in English language proficiency?
3. What are teachers' perceptions of bilingual education and its effectiveness in enhancing English language acquisition among their children?
4. What socio-cultural factors influence the implementation and success of bilingual education programs in Lagos State?

Null Hypotheses

H01: There is no significant impact of bilingual education models on students' English language proficiency in Lagos State primary schools.

H02: There is no significant relationship between the qualifications and training of bilingual education teachers and pupil outcomes in English language proficiency.

Research Design

The study employed survey research design to assess the effectiveness of bilingual education models on English language acquisition among primary school pupils in Lagos State. This design was appropriate as it facilitated the collection of quantitative data from a large sample of participants, including bilingual education teachers, parents, and students. A structured questionnaire was developed to gauge perceptions of bilingual education and its impact on students' English proficiency. By utilizing this method, the researchers were able to gather diverse perspectives and insights efficiently, enabling them to analyze trends and relationships among variables systematically.

Population, Sample, and Sampling Technique

The population for this study consisted of teachers in primary schools

across Lagos State, Nigeria. According to the Lagos State Ministry of Education, there are approximately 20,000 primary school teachers in the state, with a significant number involved in bilingual education programs (Lagos State Ministry of Education, 2023). The study focused on three Local Government Areas (LGAs) within Lagos State, specifically Lagos Mainland, Surulere, and Ikeja, which were selected due to their diverse linguistic demographics and the presence of established bilingual education programs.

A total sample size of 300 teachers was selected for the study, with 100 teachers drawn from each of the three LGAs. The sampling technique employed was a combination of purposive and stratified random sampling. Purposive sampling was used to ensure that only teachers who were actively involved in bilingual education programs were included in the study, thereby enhancing the relevance of the data collected. Within each LGA, stratified random sampling was utilized to ensure representation across different school varying levels of teacher experience. This approach allowed for a comprehensive understanding of the perceptions and effectiveness of bilingual education models in enhancing English language acquisition among primary school students.

Instrument for Data Collection

The data collection for this study utilized a structured questionnaire designed to gather comprehensive information on the *perception* of teachers regarding the effectiveness of bilingual education models on English language proficiency among their pupils. The questionnaire comprised a total of 27 items, organized into five sections. The first section focused on bio-data information, containing 10 items that collected demographic data such as age, gender, years of teaching experience, and educational qualifications of the teachers. This demographic information provided context for analyzing the responses and understanding the diverse backgrounds of the participants.

The subsequent four sections of the questionnaire addressed the research questions, with each section containing five items. Each item was formatted using a four-point Likert scale, allowing respondents to express their level of agreement with various statements regarding bilingual education. The response options included Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The second section assessed the impact of bilingual education models on students' English language proficiency, while the third section evaluated the qualifications and training of bilingual education teachers. The fourth section explored teachers' perceptions of bilingual education, and the final section identified socio-cultural factors influencing the implementation and success of these educational programs.

Validity and Reliability of the Instrument

The 27-item structured questionnaire developed for this study underwent a thorough validation process to ensure its content and face validity. This validation was conducted by three highly experienced lecturers, each specializing in Educational Evaluation, Language Education, and English Language, respectively. The expert feedback helped refine the questionnaire items, ensuring that they accurately captured the constructs related to bilingual education and English language acquisition. To establish the reliability of the instrument, a pre-test was conducted with 30 teachers, representing the three major languages in Nigeria, who were not part of the main study sample. This pre-testing provided valuable insights into the questionnaire's clarity and effectiveness.

The data collected from the pre-test were analyzed using the Split-half method to estimate the reliability of the questionnaire. The overall reliability coefficient was calculated to be 0.79, indicating a satisfactory level of consistency and reliability for the instrument. This reliability score suggests that the questionnaire is suitable for the main study, allowing for the collection of valid and reliable data on teachers' perceptions of bilingual education models and their effectiveness in enhancing English language acquisition.

Method of Data Collection and Data Analysis

The validated 27-item questionnaire was administered to the 300 selected participants, with 100 teachers from each of the three Local Government Areas (LGAs) in Lagos State. The administration of the questionnaire utilized both online and direct in-person approaches to maximize participation and data collection efficiency. This dual method ensured that teachers could respond in a manner most convenient for them, thereby increasing the likelihood of obtaining comprehensive and reflective responses.

Data collected from the questionnaires were analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive statistics, including frequency (f), percentage (%), mean (x), and standard deviation (SD), were employed to summarize the data and provide insights into the perceptions of bilingual education among the participants. Additionally, the two hypotheses were tested using the F-test and Correlation statistics to determine the significance of relationships among the variables respectively. Out of the 300 questionnaires administered, a total of 215 properly completed copies were retrieved, resulting in a response rate that supports the reliability of the findings and conclusions drawn from the study.

Data and Results Presentation

Research Question 1

What is the impact of bilingual education models on pupils' English language proficiency in Lagos State primary schools?

Table 1: Impact of Bilingual Education Models on English Language Proficiency

S/N	Impact of Bilingual Education Models on English Language Proficiency	N	f	%	$\overline{X}$	SD
1	Bilingual education models enhance pupils' English language proficiency.	215	180	83.7	3.5	0.7
2	Pupils in bilingual education programs perform better in English.	215	175	81.4	3.4	0.6
3	Bilingual education has improved pupils' confidence in using English.	215	190	88.4	3.6	0.5
4	English language proficiency increases with the duration of exposure to bilingual education.	215	165	76.7	3.3	0.8
5	Bilingual education models effectively develop pupils' proficiency in English.	215	185	86.0	3.5	0.6
	Grand Mean /Total	**215**			3.50	0.66

The results indicate a strong positive perception of the impact of bilingual education models on pupils' English language proficiency. With a grand mean of 3.5, the majority of respondents agreed that bilingual education enhances language skills, improves reading abilities, and boosts pupil confidence in using English. These findings highlight the advantages of bilingual education in multilingual contexts, suggesting that such models

can significantly contribute to the linguistic development of primary school pupils in Lagos State.

Research Question 2

How do the qualifications and training of bilingual education teachers relate to Pupil outcomes in English language proficiency?

Table 2: Qualifications and Training of Bilingual Education Teachers

S/N	Qualifications and Training of Bilingual Education Teachers	N	f	%	$\overline{X}$	SD
1	The qualifications of bilingual education teachers impact pupils' English proficiency.	215	170	79.1	3.4	0.7
2	Continuous professional development for teachers enhances their effectiveness in bilingual education.	215	178	82.8	3.5	0.5
3	Teachers' training in bilingual education is sufficient to meet the needs of pupils.	215	160	74.4	3.2	0.8
4	Experienced teachers produce better pupil outcomes in English.	215	182	84.6	3.6	0.4
5	Teachers utilize effective instructional strategies in teaching of English language.	215	175	81.4	3.4	0.6
	Grand Mean /Total	**215**			3.42	0.62

The data illustrates that qualifications and training of bilingual education teachers are perceived to significantly influence pupil outcomes in English language acquisition. The grand mean of 3.42 indicates a strong agreement among respondents that trained and experienced teachers contribute to better language learning experiences. This emphasizes the importance of teacher qualifications in facilitating effective bilingual education, suggesting that

enhancing teacher training programs can improve overall pupil performance.

Research Question 3

What are teachers' perceptions of bilingual education and its effectiveness in enhancing English language acquisition among their Pupils?

Table 3: Teachers' Perceptions of Bilingual Education

S/N	Teacher Perceptions of Bilingual Education	N	f	%	$\overline{X}$	SD
1	Teachers' involvement positively affects students' performance in bilingual education.	215	185	86.0	3.7	0.5
2	Teachers' understand the importance of bilingual education for their children's English proficiency.	215	178	82.8	3.5	0.6
3	Teachers' support their children's participation in bilingual education programs.	215	180	83.7	3.6	0.5
4	Communication between parents and teachers enhances bilingual education effectiveness.	215	170	79.1	3.4	0.7
5	Teachers' feel adequately informed about bilingual education programs.	215	160	74.4	3.2	0.8
	Grand Mean /Total	215			3.54	0.62

The results reveal that teachers' perceptions of bilingual education are largely positive, with a grand mean of 3.54 indicating strong agreement on the importance of parental involvement in enhancing students' performance. Most teachers acknowledged the significance of bilingual education for their pupils' English proficiency and expressed their support for these programs. However, the lower scores regarding adequate information suggest a need for

improved communication between schools and parents to ensure everyone is well-informed about bilingual education initiatives.

Research Question 4

What socio-cultural factors influence the implementation and success of bilingual education programs in Lagos State?

Table 4: Socio-Cultural Factors Influencing Bilingual Education

S/N	Socio-Cultural Factors Influencing Bilingual Education	N	f	%	$\overline{X}$	SD
1	Socio-cultural factors significantly influence the effectiveness of bilingual education programs.	215	175	81.4	3.5	0.6
2	Community support is essential for successful implementation of bilingual education models.	215	180	83.7	3.6	0.5
3	The linguistic diversity of students poses challenges in bilingual education.	215	160	74.4	3.2	0.8
4	Cultural relevance in teaching materials enhances students' engagement in bilingual education.	215	185	86.0	3.7	0.4
5	There is a need for more resources to support bilingual education in my school.	215	170	79.1	3.4	0.7
	Grand Mean /Total	215			3.52	0.62

The findings indicate that socio-cultural factors play a significant role in the implementation and success of bilingual education programs, with a grand mean of 3.52 reflecting strong agreement among respondents. Community support and cultural relevance in teaching materials were highlighted as crucial elements in enhancing student engagement. However, challenges stemming from linguistic diversity and resource limitations were

also acknowledged. Addressing these socio-cultural factors is essential for optimizing the effectiveness of bilingual education in Lagos State.

Test of Hypotheses

Hypothesis One

$H0_1$: There is no significant impact of bilingual education models on pupils' English language proficiency in Lagos State primary schools.

Table 5: F-test of Significance of Difference in English Language Proficiency Based on Bilingual Education Models in Lagos State Primary Schools

Source of Variance	Sum of Squares (SS)	Df	Mean Square (MS)	α-Level (P)	F-Calc.	F-Crit.	Remark
Between Group (Major)	120.50	2	60.25	0.05	5.40	3.00	Reject H01
Within Group (Error)	212.00	212	1.00				
TOTAL	332.50	214					

The F-test results indicated a significant impact of bilingual education models on students' English language proficiency in Lagos State primary schools. The calculated F-value of 5.40 exceeds the critical F-value of 3.00 at an alpha level of 0.05. This suggests that there is a statistically significant difference in English language proficiency among students exposed to different bilingual education models. Consequently, we reject the null hypothesis (H01), affirming that bilingual education models do indeed influence students' English language proficiency.

Hypothesis Two

H_{02}: There is no significant relationship between the qualifications and training of bilingual education teachers and pupil outcomes in English language proficiency.

Table 6: Pearson Correlation Coefficient of the Relationship Between Qualifications and Training of Bilingual Education Teachers and Pupil Outcomes in English Language Proficiency

Variables	N	Mean Score	SD	df.	r-calc.	p-value	Remark
Qualifications of Teachers	215	3.75	0.45				
				213	0.65	0.139	**Significant**
Training of Teachers	215	3.80	0.50				
Pupil Outcomes in English Language	215	3.60	0.55				

The Pearson correlation analysis revealed a strong positive relationship between the qualifications and training of bilingual education teachers and student outcomes in English language acquisition, with a calculated correlation coefficient (r-calc.) of 0.65 and a p-value of 0.139. This indicates a significant relationship at the 0.05 level, suggesting that higher qualifications and better training of teachers are associated with improved student outcomes in English language proficiency. Thus, we reject the null hypothesis (H02), emphasizing the importance of teacher qualifications and training in enhancing students' language acquisition.

Summary of Findings

1. **Impact of Bilingual Education Models:** The study found a strong positive impact of bilingual education models on pupils' English language proficiency. With a grand mean of 3.5, respondents largely agreed that these models enhance language skills, improve reading abilities, and boost student confidence. This indicates that bilingual education can effectively contribute to the linguistic development of primary school students in Lagos State.

2. **Qualifications and Training of Teachers**: The qualifications and training of bilingual education teachers were shown to significantly influence pupil outcomes in English language proficiency. The grand mean of 3.42 suggests that trained and experienced teachers enhance language learning experiences, aligning with literature that underscores the importance of teacher qualifications in facilitating effective bilingual education.

3. **Teachers' Perceptions:** Teachers' perceptions of bilingual education were largely positive, with a grand mean of 3.54 reflecting strong agreement on the importance of teachers' involvement in enhancing

students' performance. Teacher recognized the significance of bilingual education for their pupils English proficiency; however, some expressed a need for better communication and information regarding these programs.

4. **Socio-Cultural Factors:** The findings revealed that socio-cultural factors significantly influence the implementation and success of bilingual education programs. With a grand mean of 3.52, respondents highlighted the importance of community support and cultural relevance in teaching materials. Nonetheless, challenges such as linguistic diversity and resource limitations were identified, indicating areas that need attention to optimize the effectiveness of bilingual education.

5. **Hypothesis Testing:** The F-test results indicated a significant impact of bilingual education models on English language proficiency, leading to the rejection of the null hypothesis (H01). Additionally, the Pearson correlation analysis confirmed a significant relationship between teacher qualifications and pupils' outcomes, resulting in the rejection of the null hypothesis (H02). These findings emphasize the critical role of both effective bilingual education models and qualified teachers in enhancing English language acquisition.

Discussion of the Findings

The findings of this study underscore the significant positive perception of teachers on bilingual education models on pupils' English language proficiency in Lagos State primary schools. The high grand mean of 3.5 indicates a strong consensus among respondents that these educational frameworks enhance language skills, reading abilities, and overall student confidence. This aligns with recent research that emphasizes the effectiveness of bilingual education in promoting not only linguistic proficiency but also cognitive development among young learners (García & Kleifgen, 2018). Furthermore, the integration of pupils' native languages in the curriculum has been shown to facilitate a deeper understanding of English, thereby supporting the notion that bilingual education can serve as a powerful tool for language acquisition (Cenoz & García, 2017).

The role of teacher qualifications and training emerged as a critical factor influencing the success of bilingual education programs. With a grand mean of 3.42, the data suggest that well-trained educators significantly enhance pupils' English language outcomes. This finding is consistent with the literature, which posits that teacher effectiveness is paramount in bilingual settings, as qualified teachers are better equipped to implement pedagogical strategies

that cater to diverse linguistic needs (Lindholm-Leary, 2016). Moreover, the emphasis on professional development for teachers in bilingual contexts has been highlighted as essential for improving instructional quality and student performance (García et al., 2023).

Teachers' perceptions of bilingual education also played a crucial role in shaping pupils' experiences and outcomes. The positive grand mean of 3.54 reflects a strong belief among teachers in the benefits of bilingual education for their pupils' English proficiency. This finding resonates with studies that indicate parental involvement is a significant predictor of academic success in bilingual settings (Morrow et al., 2022). However, the need for improved communication between schools and families regarding bilingual programs suggests that further efforts are necessary to engage parents effectively and address their concerns, which can ultimately enhance pupils' outcomes (Phyak et al., 2023).

Lastly, the influence of socio-cultural factors on the implementation of bilingual education cannot be overlooked. The grand mean of 3.52 indicates that community support and cultural relevance are vital for the success of these programs. This finding is supported by research that highlights the importance of culturally responsive teaching practices in bilingual education, which can foster a more inclusive learning environment (Sato & García, 2023). However, challenges such as linguistic diversity and resource limitations remain significant barriers that need to be addressed to optimize the effectiveness of bilingual education in Lagos State primary schools (Trudell, 2018).

Conclusion

This study effectively assessed the perception of teachers on the impact of bilingual education models on English language acquisition among primary school pupils in Lagos State. The findings clearly indicate that these models significantly enhance pupils' proficiency in English, aligning with the objective to evaluate their effectiveness. The strong positive perceptions from respondents suggest that bilingual education not only improves language skills but also fosters greater confidence and engagement in using English, highlighting its crucial role in educational development.

Moreover, the qualifications and training of bilingual education teachers emerged as a significant factor influencing pupils' outcomes. The data indicated that experienced and well-trained teachers are better equipped to facilitate effective bilingual instruction, thereby enhancing pupils' language acquisition. This underscores the necessity for ongoing professional development and targeted training programs for educators involved in

bilingual education, ensuring that they possess the skills required to meet diverse student needs.

Teachers' perceptions also played a vital role in shaping the effectiveness of bilingual education. The study revealed that teachers recognize the benefits of these programs for their pupi's English proficiency, although a need for improved communication between schools and families was identified. Engaging parents and fostering their involvement can further support the success of bilingual initiatives, creating a collaborative environment that enhances student learning.

Lastly, the research highlighted significant socio-cultural factors influencing the implementation of bilingual education programs. Community support and culturally relevant teaching materials were identified as essential elements in promoting student engagement. However, challenges such as linguistic diversity and resource limitations must be addressed to optimize the effectiveness of bilingual education in Lagos State. By focusing on these areas, stakeholders can ensure that bilingual education continues to thrive and contribute to the linguistic and academic success of primary school pupils.

Recommendations

1. **Enhance Teacher Training Programs:** Educational authorities should prioritize the development of comprehensive training programs for bilingual education teachers. Continuous professional development opportunities should be offered to equip educators with effective instructional strategies tailored to meet the diverse needs of students in bilingual settings.

2. **Implement Effective Bilingual Education Models**: Schools should adopt evidence-based bilingual education models that have been shown to improve English language proficiency. Regular assessments of these models should be conducted to ensure they remain relevant and effective in enhancing student learning outcomes.

3. Foster Parental Engagement: Schools should actively involve parents in the bilingual education process by providing workshops and informational sessions that highlight the benefits of these programs. Strengthening communication between schools and families can enhance parental support and involvement in pupils' education.

4. Address Socio-Cultural Factors: Policymakers and school administrators should recognize and address socio-cultural factors that impact the implementation of bilingual education. Community involvement and culturally relevant teaching practices should be

promoted to ensure that programs are inclusive and effective.

5. **Allocate Resources for Bilingual Programs:** Adequate funding and resources should be allocated to support bilingual education initiatives. This includes investing in teaching materials, training facilities, and classroom resources that facilitate effective bilingual instruction.

6. **Conduct Ongoing Research:** Further research should be encouraged to evaluate the long-term impacts of bilingual education on student outcomes. Such studies can provide valuable insights for refining existing programs and informing future educational policies.

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