

# **EXPLORING THE CHALLENGES IN TEACHING ENGLISH GRAMMAR TO BILINGUAL SECONDARY SCHOOL STUDENTS IN ODEDA LOCAL GOVERNMENT AREA**

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## **Abstract**

This study explored the challenges in teaching English grammar to bilingual secondary school students in Odeda Local Government Area, Ogun State, Nigeria. Given the linguistic diversity of the region, where many students are bilingual or multilingual, the study investigated how linguistic interference, cultural identity, and limited exposure to English language impacted the study of English grammar through language acquisition. Data was collected from 50 English language teachers through questionnaires and analyzed using descriptive statistics. Key findings indicated that students struggle with verb tenses, sentence structures, and complex grammar rules, often due to interference from their first language. The study also revealed that the prevalent teaching methods, including the focus on grammar rules and teacher-centered approaches, do not adequately address the needs of bilingual students. Moreover, the lack of practice opportunities in speaking and writing English hindered the students' ability to apply grammatical rules effectively. Recommendations included incorporating relevant teaching materials, increasing practice opportunities, and employing diverse assessment methods to capture students' understanding of English grammar. The study underscored the need for targeted strategies to improve grammar teaching in linguistically diverse classrooms.

**Keywords:** English Language, Bilingual-learners, English Grammar,

## **Introduction**

According to Richards and Rodgers (2001), teaching English grammar to bilingual students requires an understanding of their linguistic background and the influence it has on their learning process. Bilingual students may have different levels of proficiency in both languages, which can affect their ability to comprehend and use grammatical structures in English. Therefore, teachers need to be aware of the students' language backgrounds and tailor their instruction accordingly. The ability to communicate effectively in English is essential for academic success and economic opportunities in today's globalized world. However, many students in developing countries face significant challenges when it comes to mastering English grammar due to linguistic diversity and other socio-economic factors (Cummins, 2001). In Nigeria, for instance, over 500 indigenous

languages coexist alongside English, which serves as the official language of instruction at all levels of education (UNESCO Institute for Statistics, 2021). This situation poses unique challenges for teachers tasked with teaching English grammar to bilingual students.

Celce-Murcia, Lightbown, and Spada (2013) have acknowledged the importance of understanding the specific challenges faced by language learners, particularly those who are bi-lingual. Bilingualism refers to individuals who possess an advanced level of competence in two or more languages (Baker & Prys Jones, 1998). While bilingualism offers numerous cognitive benefits, it also introduces complications in the context of English grammar instruction. Research indicates that bilingual students may experience difficulties acquiring second language grammar rules due to interference from their first language (Felix-Brasdefer, 2006). Moreover, sociocultural factors, such as low socioeconomic status, limited educational resources, and large class sizes, exacerbate the challenges facing bi-lingual English language learners (August & Hakuta, 1997; Garcia & Kleifgen, 2004).

According to these scholars, bi-lingual learners often face interference from their first language, which can hinder their ability to grasp the nuances of English grammar. This interference can manifest in various ways, such as the transfer of grammatical structures from the first language to English, leading to errors in sentence construction and word order. Bi-lingual students may struggle to differentiate between the grammatical rules of their first language and English, further complicating the learning process. Research has shown that L1 interference can lead to errors in syntax, morphology, and phonology (Selinker, 1972). For instance, a student whose L1 is Igbo may struggle with the English verb tense system because it differs significantly from the verb conjugation patterns in Igbo. Similarly, a student whose L1 is Yoruba may find it challenging to distinguish between the /θ/ and /ð/ sounds in English because these sounds do not exist in Yoruba.

Another significant challenge is the issue of cognitive load. Bi-lingual students may experience increased cognitive load as they attempt to process information in two languages simultaneously (Krashen, 1982). This means that they may need more time to comprehend and produce complex grammatical structures in English compared to monolingual students. To compound matters, bilingual students may also encounter sociocultural challenges, such as negative attitudes towards the target language or cultural differences that affect their motivation and self-esteem (Grosjean, 2017). Another challenge in teaching English grammar to bilingual students is the limited exposure to English in their daily lives. As noted by Celce-Murcia, Lightbown, and Spada (2013), bi-lingual learners may not have adequate opportunities to practice and reinforce their English grammar skills outside of the classroom. This lack of exposure can lead to a reduced motivation to learn and a lack of confidence in their ability to communicate effectively in English. Research has shown that bilingualism is a common phenomenon in Nigeria, with many individuals speaking multiple languages fluently (Elujoba, 2016). In Odeda Local Government Area, specifically, the majority of the population speaks Yoruba as their first language, while others speak Igbo, Hausa, or other languages (National Population Commission, 2006). Moreover, English is widely spoken in the area, particularly among the younger generation, making it a lingua franca for communication (Akinyemi, 2015). Odeda Local Government Area, located in Ogun State, Nigeria, is a culturally and linguistically diverse community. The area is home to a variety of ethnic groups, each with its

own distinct language and cultural practices. This diversity is reflected in the local schools, where students come from different linguistic backgrounds and may speak multiple languages fluently.

Hence, English language teachers must contend with the varying levels of proficiency among bi-lingual students. As observed by Ellis (2008), some students may have a strong foundation in English grammar, while others may struggle with even the most basic rules and structures. This heterogeneity in language proficiency can make it challenging for teachers to design effective grammar lessons that cater to the diverse needs of their students.

According to research, students who excel in English grammar tend to perform better academically across various disciplines (Coady, 2016). English grammar serves as the foundation upon which other language skills are built, including reading comprehension, writing, and vocabulary acquisition (Nicolás, 2018). Mastery of English grammar can greatly impact social mobility. In today's globalized world, English has become the lingua franca, allowing people to communicate and connect with others from diverse cultural backgrounds (Kachru, 2012). Individuals who possess strong English language skills, including grammar, are more likely to secure better job prospects, higher salaries, and greater social status (Selvi, 2015). Consequently, bilingual students who excel in English grammar will be better equipped to succeed in a rapidly changing, increasingly interconnected world.

English grammar plays a pivotal role in effective communication in diverse contexts. Correct grammar usage enables individuals to convey ideas clearly, concisely, and persuasively (Williams, 2017). In contrast, poor grammar can lead to misunderstandings, miscommunications, and a lack of credibility (Miller, 2013). Therefore, it is imperative that bi-lingual secondary school students in Odeda Local Government Area receive quality instruction in English grammar to enhance their overall academic performance. While there is a wealth of research (Cummins, 2001; Felix-Brasdefer, 2006; August & Hakuta, 1997; Garcia & Kleifgen, 2004) on teaching English grammar to bilingual students in general, very little of this research has focused specifically on the Odeda context. One of the few studies that has investigated the challenges of teaching English grammar to bilingual students in Odeda is a study conducted by Alutu (2015). This study found that bilingual students in Odeda face a number of challenges in learning English grammar, including a lack of exposure to English outside of the classroom, a dearth of qualified English language teachers, and a reliance on rote memorization techniques that do not promote deep understanding of grammar concepts. However, despite these findings, there remains a need for further empirical investigation into the challenges and strategies specific to teaching English grammar to bilingual secondary school students in Odeda. Specifically, there is a need for research that examines the effectiveness of current teaching methods and identifies best practices for teaching English grammar to bilingual students in this context.

Teaching English grammar to bi-lingual secondary school students in Odeda Local Government Area, Nigeria, presents unique challenges that hinder their ability to master the language. Despite the recognition of the significance of English grammar in academic success and future career prospects, bi-lingual students in Odeda continue to struggle with its acquisition (Alutu, 2015). Previous studies have identified several factors that contribute to this difficulty, including linguistic diversity, limited exposure to English, inadequate teaching methods, and sociocultural

barriers (Cummins, 2001; Felix-Brasdefer, 2006; August & Hakuta, 1997; Garcia & Kleifgen, 2004). While there is a wealth of research on teaching English grammar to bilingual students, very little of this research has focused specifically on the Odeda context. Moreover, previous studies have primarily focused on identifying the challenges faced by bilingual students, with limited attention given to effective strategies for teaching English grammar in this context. This study aims to address these gaps by investigating the challenges and strategies specific to teaching English grammar to bilingual secondary school students in Odeda Local Government Area, with a particular focus on identifying best practices for effective instruction.

Previous research (Cummins, 2001; Felix-Brasdefer, 2006; August & Hakuta, 1997; Garcia & Kleifgen, 2004; Grosjean, 2017) on teaching English grammar to bilingual students has primarily focused on identifying the challenges faced by learners, with limited attention given to effective strategies for instruction. Moreover, while there is a growing body of research on teaching English as a second language in Nigeria, very little of this research has focused specifically on the Odeda context. This study aims to fill these gaps by investigating the challenges and strategies specific to teaching English grammar to bilingual secondary school students in Odeda Local Government Area, with a particular focus on identifying best practices for effective instruction. By doing so, this study will contribute to the broader body of knowledge on teaching English grammar to bilingual learners and provide valuable insights for educators working in similar contexts.

The aim of this study is to explore the challenges and strategies in teaching English Grammar to bilingual secondary school students in Odeda local government area. The specific objectives are to identify the challenges that bi-lingual secondary school students face in learning English grammar in Odeda Local Government Area and to determine the effectiveness of current teaching methods in helping bi-lingual students overcome these challenges. The study examines the impact of linguistic diversity on the learning of English grammar among bi-lingual students in Odeda Local Government Area and it gives an evidence-based recommendation for teaching English grammar to bi-lingual secondary school students in Odeda Local Government Area.

## **Literature Review**

Bilingualism refers to the ability of an individual to speak and understand two languages fluently. One of the most significant benefits of bilingualism is the cognitive advantage it confers on individuals. Research has shown that bilingual individuals have better cognitive control and executive functioning skills compared to monolingual individuals (Bialystok, 2006). This means that bilingual individuals are better able to switch between languages, inhibit irrelevant information, and focus attention. These skills are essential for language acquisition, as they enable learners to navigate complex linguistic structures and retain new vocabulary and grammar.

Another benefit of bilingualism is the enrichment of linguistic knowledge. When learners are exposed to two languages, they have access to a broader range of linguistic features, which can enhance their overall linguistic competence (Grosjean, 2017). For example, bilingual individuals may have a greater appreciation for the nuances of language, such as idiomatic expressions and figurative language. This can lead to more accurate language production and improved communication skills.

However, bilingualism can also present challenges for language acquisition. One of the main challenges is code-switching, which occurs when bilingual individuals switch between languages unexpectedly or inappropriately (Grosjean, 2017). Code-switching can be confusing for listeners and can undermine effective communication. Another challenge is language interference, which occurs when the linguistic structures of one language influence the learner's production of another language (Bialystok, 2006). For example, a bilingual learner may produce a sentence in Language A that is grammatically correct but semantically inappropriate because it is influenced by Language B.

To mitigate these challenges, educators can implement strategies that promote language separation and enhance language proficiency. One strategy is to encourage learners to use each language in separate contexts, such as speaking Language A at home and Language B at school (Grosjean, 2017). This can help learners to maintain distinct linguistic systems and avoid code-switching. Another strategy is to provide learners with explicit instruction in language structure and vocabulary, which can help them to develop a deeper understanding of each language and reduce language interference (Bialystok, 2006).

Bilingualism has both positive and negative impacts on language acquisition. While it offers cognitive advantages and enriches linguistic knowledge, it can also lead to code-switching and language interference. To address these challenges, educators can implement strategies that promote language separation and enhance language proficiency. By doing so, they can ensure that bilingual learners develop effective communication skills and achieve academic success

## **Methodology**

The study adopted a quantitative research design, which involved the collection and analysis of numerical data. The study population consisted of selected English language teachers in public secondary schools in Odeda Local Government Area comprising English language teachers. A sample size of 50 English language teachers were selected for the study. The sample size was determined using the Taro Yamane formula for sample size determination. The sampling technique used was stratified random sampling, where the teachers were selected from different schools in Odeda Local Government Area. The following schools were utilized;

FCE MODEL Secondary School, Osiele.

Salawu Abiola Comprehensive High School, Osiele. (Junior)

Egba Odeda High School, Odeda.

Muslim High School, Isolu.

FUNAAB International Secondary School, Alabata.

Naiwarudeen Comprehensive High School, Obantoko. (Junior)

Naiwarudeen Comprehensive High School, Obantoko. (Senior)

Salawu Abiola Comprehensive High School, Osiele. (Senior)

The study employed a questionnaire as the data collection instrument. The questionnaire was designed to collect data from the English language teachers on the challenges encountered while teaching English grammar to bi-lingual students and the strategies employed to overcome the

challenges. The data collected were analyzed using descriptive statistics, which included frequency (f), Percentage (%), and standard Deviation (SD). When analyzing the data to test the research questions generated, questions corresponding with each of the research questions were grouped together to ascertain either negative or positive responses. Options like “strongly agreed” and “agreed” were grouped under positive (+) responses while “Disagreed” and “Strongly Disagreed” featured under negative (-) responses.

## Data Analysis and Presentation of Results

**Research Question 1:** What are the specific challenges that bi-lingual secondary school students face in learning English grammar in Odeda Local Government Area?

**Table 1**

The table below shows the specific challenges that bi-lingual secondary school students face in learning English grammar in Odeda Local Government Area.

S/N	Items	S.A	%	A	%	D	%	S.D	%	Total
1.	Students frequently find it challenging to grasp English verb tenses.	20	40%	30	60%	0	-	0	-	50
2.	Bi-lingual students have difficulty in identifying and using correct sentence structures.	10	20%	30	60%	10	20%	0	-	50
3.	Students' lack of exposure to English language at home hinders their ability to learn English grammar.	20	40%	10	20%	10	20%	10	20%	50
4.	The complexity of English grammar rules and exceptions confuses bi-lingual students.	10	20%	20	40%	20	40%	0	-	50
5.	Interference from students' native language makes it difficult for them to learn English grammar rules.	0	-	40	80%	10	20%	0	-	50
	Total	60	24%	130	52%	50	20%	10	4%	250

Item 1 shows that 40% of the respondents strongly agreed and 60% agreed that students frequently find it challenging to grasp English verb tenses. None of the respondents disagreed or strongly disagreed with this statement. Item 2 showed that 20% of the respondents strongly agreed, while 60% agreed that bi-lingual students have difficulty in identifying and using correct sentence

structures. However, 20% of the respondents disagreed, while none strongly disagreed. Item 3 revealed that 40% of the respondents strongly agreed and 20% agreed that students' lack of exposure to English language at home hinders their ability to learn English grammar. Meanwhile, 20% of the respondents disagreed and 20% strongly disagreed with this statement. Furthermore, in Item 4, 20% of the respondents strongly agreed and 40% agreed that the complexity of English grammar rules and exceptions confuses bi-lingual students. However, 40% of the respondents disagreed, while none strongly disagreed. In item 5 none of the respondents strongly agreed, but 80% agreed that interference from students' native language makes it difficult for them to learn English grammar rules. However, 20% of the respondents disagreed and none strongly disagreed with this statement. This means that bi-lingual secondary school students face multiple challenges in learning English grammar, with significant issues related to verb tenses, sentence structures, lack of exposure to English at home, complexity of grammar rules, and native language interference.

## **Discussion**

The difficulties in grasping English verb tenses, underscore a well-documented challenge in bilingual education. Verb tense mastery is particularly difficult for learners whose native languages have different or less complex tense systems than English. According to Ellis (2012), verb tenses in English, with their numerous irregularities and exceptions, present significant hurdles for English learners, particularly when these grammatical structures are not paralleled in the students' first language. Similarly, the challenges in identifying and using correct sentence structures are consistent with findings in linguistic studies. Bi-lingual students often struggle with syntactic structures that differ substantially from their native languages. According to Larsen-Freeman and Anderson (2011), the syntactic complexity of English, including word order and the use of auxiliary verbs, can be a major barrier for bilingual learners.

The lack of exposure to English at home is another critical factor. Research by Cummins (2017) emphasizes the importance of a supportive linguistic environment outside of school for language acquisition. Without sufficient practice and exposure at home, students may find it challenging to achieve proficiency in English grammar. The diverse responses in this item (20% disagreed and 20% strongly disagreed) may reflect variations in home environments among the surveyed students, with some possibly receiving more linguistic support than others. The complexity of English grammar rules and exceptions, is a commonly cited issue in language learning. Studies by DeKeyser (2015) indicate that the intricate rules and numerous exceptions in English grammar can overwhelm students, particularly those with a different linguistic background. This complexity often requires more intensive and targeted instructional strategies

Finally, interference from students' native language, is a well-established phenomenon in second language acquisition known as language transfer. According to Odlin (2013), learners often transfer linguistic structures from their first language into their second, leading to errors and confusion in grammar. This is particularly problematic when the grammatical structures in the native language differ significantly from those in English.

**Research Question 2:** How effective are current teaching methods in addressing these challenges and improving the learning outcomes of bi-lingual students in English grammar?

**Table 2**

The table below illustrates the respondents' perceptions of the effectiveness of current teaching methods in addressing challenges and improving the learning outcomes of bi-lingual students in English grammar.

S/N	Items	S.A	%	A	%	D	%	S.D	%	Total
6.	The current teaching method of focusing on grammar rules and exceptions is effective in improving students' understanding of English grammar.	20	40%	10	20%	20	40%	0	-	50
7.	The use of authentic materials and real-life examples helps bi-lingual students to better understand English grammar.	30	60%	10	20%	10	20%	0	-	50
8.	The teacher-centered approach used in most classrooms does not engage bi-lingual students in the learning process.	0	-	20	40%	20	40%	10	20%	50
9.	The lack of opportunities for students to practice speaking and writing in English hinders their ability to apply grammar rules.	30	60%	20	40%	0	-	0	-	50
10.	The current assessment methods do not accurately measure bi-lingual students' understanding of English grammar.	0	-	0	-	50	100%	0	-	50
	Total	80	32%	60	24%	100	40%	10	4%	250

Item 6 revealed that 40% of respondents strongly agreed and 20% agreed that the current method of focusing on grammar rules and exceptions is effective in improving students' understanding of English grammar. However, 40% disagreed, with no respondents strongly disagreeing. Item 7 shows 60% of respondents strongly agreed and 20% agreed that using authentic materials and real-

life examples helps bi-lingual students understand English grammar better. Another 20% disagreed, with no strong disagreement.

Item 8 shows 40% of respondents agreed and another 40% disagreed that the teacher-centered approach does not engage bi-lingual students. 20% strongly disagreed, and none strongly agreed. Item 9 shows 60% of respondents strongly agreed and 40% agreed that the lack of practice opportunities in speaking and writing hinders students' ability to apply grammar rules. No respondents disagreed or strongly disagreed. Item 10 shows all respondents (100%) disagreed that current assessment methods accurately measure bi-lingual students' understanding of English grammar, with no strong agreement or strong disagreement.

## **Discussion**

In item 6, where 60% of respondents perceive that the focus on grammar rules and exceptions is effective, contrasts with the 40% who disagree. This division underscores an ongoing debate in language pedagogy regarding the efficacy of explicit grammar instruction. According to Norris and Ortega (2012), while some studies suggest that explicit grammar instruction can lead to improved understanding and application, other research indicates that it may not significantly impact long-term language proficiency, particularly if not contextualized within meaningful communication.

The use of authentic materials and real-life examples, strongly supported by 80% of respondents in Item 7, aligns with contemporary educational theories that emphasize the importance of context in language learning. According to Gilmore (2011), authentic materials enhance language acquisition by providing relevant, contextualized input that helps learners bridge the gap between classroom instruction and real-world language use. The 20% of respondents who disagreed may reflect differences in teaching contexts or the extent to which these materials are integrated into their instruction.

The mixed responses to the teacher-centered approach in Item 8 suggest a significant divide in perceptions of its effectiveness. Research by Richards and Rodgers (2014) supports the view that teacher-centered approaches can limit student engagement and fail to address the diverse needs of bilingual learners. On the other hand, some educators may find that a structured, teacher-led model provides clarity and consistency, particularly in challenging educational environments.

The unanimous agreement in Item 9, with 100% of respondents indicating that the lack of opportunities for speaking and writing hinders students' ability to apply grammar rules, is consistent with communicative language teaching principles. According to Savignon (2018), practical application through speaking and writing is essential for internalizing grammar rules and developing communicative competence. This finding highlights the need for instructional strategies that incorporate more interactive and participatory elements to facilitate language practice.

The overwhelming consensus in Item 10, with all respondents disagreeing that current assessment methods accurately measure bi-lingual students' understanding of English grammar, reflects a critical area of concern. As noted by Rea-Dickins and Gardner (2012), traditional assessments

often fail to capture the full scope of language competence, particularly for bi-lingual learners who may possess different strengths and weaknesses compared to monolingual peers. This suggests a need for more comprehensive and varied assessment methods that better reflect the complexities of language learning in a bi-lingual context.

**Research Question 3:** How does linguistic diversity affect the learning of English grammar among bi-lingual students in Odeda Local Government Area?

**Table 3**

The table below shows a summary of respondents' opinions on various aspects of the influence of students' first language on their learning of English grammar.

S/N	Items	S.A	%	A	%	D	%	S.D	%	Total
11.	Students' proficiency in their first language (L1) affects their ability to learn English grammar.	10	20%	30	60%	0	-	10	20%	50
12.	The similarity between English and students' L1 grammar rules facilitates the learning of English grammar.	0	-	40	80%	0	-	10	20%	50
13.	The diversity of languages spoken by students in the classroom affects the teacher's ability to cater to individual needs.	20	40%	10	20%	20	40%	0	-	50
14.	Students' language background influences their ability to understand and apply English grammar rules.	10	20%	30	60%	10	20%	0	-	50
15.	The use of code-switching in the classroom helps bi-lingual students to understand complex English grammar concepts.	10	20%	0	-	40	80%	0	-	50
	Total	50	20%	110	44%	70	28%	20	8%	180

Item 11 shows that 20% of the respondents strongly agreed and 60% agreed that students' proficiency in their first language affects their ability to learn English grammar. No respondents disagreed, while 20% strongly disagreed with this statement. Item 12 shows that none of the respondents strongly agreed, but 80% agreed that the similarity between English and students' L1 grammar rules facilitates learning English grammar. None disagreed, while 20% strongly

disagreed with this statement. Item 13 shows that 40% of respondents strongly agreed that the diversity of languages spoken by students affects the teacher's ability to cater to individual needs, with another 20% agreeing. However, 40% disagreed, and none strongly disagreed with this statement. Item 14 shows that 20% of respondents strongly agreed and 60% agreed that students' language background influences their ability to understand and apply English grammar rules. Meanwhile, 20% disagreed, and none strongly disagreed. Item 15 shows that 20% of respondents strongly agreed that the use of code-switching helps bilingual students understand complex English grammar concepts. No respondents agreed, 80% disagreed, and none strongly disagreed with this statement.

## Discussion

In item 6, where 60% of respondents perceive that the focus on grammar rules and exceptions is effective, contrasts with the 40% who disagree. This division underscores an ongoing debate in language pedagogy regarding the efficacy of explicit grammar instruction. According to Norris and Ortega (2012), while some studies suggest that explicit grammar instruction can lead to improved understanding and application, other research indicates that it may not significantly impact long-term language proficiency, particularly if not contextualized within meaningful communication.

The use of authentic materials and real-life examples, strongly supported by 80% of respondents in Item 7, aligns with contemporary educational theories that emphasize the importance of context in language learning. According to Gilmore (2011), authentic materials enhance language acquisition by providing relevant, contextualized input that helps learners bridge the gap between classroom instruction and real-world language use. The 20% of respondents who disagreed may reflect differences in teaching contexts or the extent to which these materials are integrated into their instruction.

The mixed responses to the teacher-centered approach in Item 8 suggest a significant divide in perceptions of its effectiveness. Research by Richards and Rodgers (2014) supports the view that teacher-centered approaches can limit student engagement and fail to address the diverse needs of bilingual learners. On the other hand, some educators may find that a structured, teacher-led model provides clarity and consistency, particularly in challenging educational environments.

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The overwhelming consensus in Item 10, with all respondents disagreeing that current assessment methods accurately measure bi-lingual students' understanding of English grammar, reflects a critical area of concern. As noted by Rea-Dickins and Gardner (2012), traditional assessments often fail to capture the full scope of language competence, particularly for bi-lingual learners who

may possess different strengths and weaknesses compared to monolingual peers. This suggests a need for more comprehensive and varied assessment methods that better reflect the complexities of language learning in a bi-lingual context.

**Research Question 4:** What recommendations can be made for teaching English grammar to bi-lingual secondary school students in Odeda Local Government Area, based on the findings of this study?

**Table 3**

The table below shows recommendations that can be made for teaching English grammar to bi-lingual secondary school students in Odeda Local Government Area.

S/N	Items	S.A	%	A	%	D	%	S.D	%	Total
16.	Teachers should use more visual aids and multimedia resources to teach English grammar.	20	40%	30	60%	0	-	0	-	50
17.	The curriculum should be adapted to include more authentic materials and real-life examples.	0	-	50	100%	0	-	0	-	50
18.	Teachers should receive training on how to cater to the needs of bi-lingual students.	30	60%	20	40%	0	-	0	-	50
19.	The use of formative assessments can help teachers to identify areas where bi-lingual students need extra support.	20	40%	30	60%	0	-	0	-	50
20.	The school should provide additional resources and support for bi-lingual students who struggle with English grammar.	20	40%	30	60%	0	-	0	-	50
	Total	90	36%	160	64%	0	-	0	-	250

In item 16 a significant 40% of the respondents strongly agreed, and 60% agreed that incorporating more visual aids and multimedia resources in teaching English grammar is beneficial. No respondents disagreed or strongly disagreed, indicating strong support for this approach. In item 17 all respondents (100%) agreed that the curriculum should be adapted to include more authentic materials and real-life examples, showing unanimous consensus on the need for practical and relatable content in the teaching of English grammar to bi-lingual students. In Item 18 the table shows that 60% of respondents strongly agreed, and 40% agreed that teachers should receive specialized training to address the needs of bi-lingual students. There was no disagreement,

suggesting a universal recognition of the importance of teacher professional development in this context. In item 19 for the use of formative assessments to identify areas where bi-lingual students need extra support, 40% of respondents strongly agreed, and 60% agreed. This reflects a consensus on the value of ongoing assessment to support student learning effectively. In item 20, 40% strongly agreed, and 60% agreed that schools should provide additional resources and support for bi-lingual students struggling with English grammar. This recommendation also received no disagreement, highlighting a shared belief in the necessity of additional support mechanisms. Overall, the data reveals a strong positive attitude toward these recommendations, with no respondents disagreeing or strongly disagreeing with any of the items. This indicates a clear consensus on the importance of adapting teaching strategies and providing support to enhance English grammar proficiency among bi-lingual students in the region.

## **Discussion**

Item 16, where 100% of respondents agreed on the use of more visual aids and multimedia resources, underscores a well-documented trend in educational research that supports multimodal learning. According to Mayer (2014), the use of multimedia aids can enhance learning by providing multiple representations of information, thereby catering to different learning styles and making abstract concepts more concrete. This approach is particularly beneficial in the context of bi-lingual education, where students may face additional challenges in comprehending complex grammatical structures due to differences in language processing between their L1 and English.

In Item 17, the unanimous agreement on the need to adapt the curriculum to include more authentic materials and real-life examples is consistent with the principles of communicative language teaching. Gilmore (2011) emphasizes that authentic materials provide learners with exposure to language in real-world contexts, which can improve their ability to understand and use the language effectively. This is crucial for bi-lingual students who benefit from practical applications of grammar that go beyond theoretical rules and are more relatable to their daily experiences.

Item 18's focus on the need for specialized training for teachers to cater to bi-lingual students is well-supported by research. According to Lucas and Villegas (2013), teachers who receive professional development tailored to the needs of bi-lingual learners are better equipped to employ inclusive strategies that address linguistic and cultural diversity in the classroom. The agreement among respondents highlights the recognition that effective teaching for bi-lingual students requires more than just content knowledge; it requires an understanding of the unique challenges these students face and strategies to support their learning.

The strong support for the use of formative assessments, as indicated in Item 19, aligns with current educational best practices. Black and Wiliam (2018) advocate for formative assessments as a means of providing ongoing feedback that can guide both teaching and learning, helping to identify specific areas where students need additional support and allowing for timely interventions. For bi-lingual students, formative assessments can be particularly beneficial in monitoring progress and adapting instructional approaches to meet their evolving needs.

In Item 20 on the need for schools to provide additional resources and support for bi-lingual students struggling with English grammar reflects the broader recognition of the role of

institutional support in educational success. According to Cummins and Early (2015), schools that provide targeted resources and support for linguistically diverse students not only enhance their academic outcomes but also contribute to a more inclusive and equitable learning environment. The agreement among respondents suggests a shared understanding of the importance of creating supportive educational frameworks that address the specific challenges faced by bi-lingual learners.

## Summary of the Findings

From the investigation and analysis of the findings of this study, the following discoveries were made:

1. **Challenges with Verb Tenses and Sentence Structure:** The study found that 100% of respondents agreed that students frequently face challenges in grasping English verb tenses. Similarly, 80% of teachers noted that bilingual students struggle with sentence structures, citing interference from their first language (L1) as a key issue. The complexity of English grammar rules, particularly when these structures differ from students' native languages, was identified as a major challenge.
2. **Linguistic Interference from Native Languages:** 80% of teachers agreed that interference from students' native languages makes it difficult for them to learn English grammar rules. This interference is a well-documented phenomenon where students transfer grammatical structures from their L1 into English, leading to frequent errors in verb conjugation, syntax, and sentence construction.
3. **Limited Exposure to English Outside the Classroom:** 60% of respondents agreed that students' lack of exposure to English outside of the classroom negatively impacts their ability to master English grammar. Many students in Odeda Local Government Area primarily speak their native languages at home, which limits their opportunities to practice and reinforce English grammar skills in everyday contexts.
4. **Effectiveness of Current Teaching Methods:** When it came to evaluating current teaching methods, 40% of teachers agreed that focusing on grammar rules and exceptions is effective, while another 40% disagreed, indicating a split in opinion. However, 80% of teachers supported the use of authentic materials and real-life examples, emphasizing their effectiveness in helping students better understand English grammar.
5. **Importance of Authentic Materials and Real-Life Examples:** The use of authentic materials was strongly supported, with 80% of respondents agreeing that incorporating real-life examples significantly aids bilingual students in understanding and applying grammar rules. This suggests that contextualized learning, rather than abstract rule-based instruction, is key to improving student comprehension.
6. **Need for Practice in Speaking and Writing:** 100% of respondents agreed that the lack of opportunities for students to practice speaking and writing in English hinders their ability to apply grammar rules. This unanimous consensus highlights the critical need for practice-based learning environments that give students the opportunity to develop their language skills through active engagement.

7. **Inadequacy of Current Assessment Methods:** 100% of respondents disagreed with the statement that current assessment methods accurately measure bilingual students' understanding of English grammar. This strong consensus points to a critical issue in how student progress is evaluated, indicating the need for more comprehensive and diverse assessment approaches that capture the unique challenges faced by bilingual learners.

## **Conclusion**

In conclusion, the study underscored the complexities involved in teaching English grammar to bilingual secondary school students. The findings suggest that while bilingualism poses unique challenges, it also offers opportunities for enriched learning experiences. The effective teaching of English grammar to bilingual students requires a multifaceted approach that includes the use of visual aids, authentic materials, and technology integration. Teacher training and ongoing assessments are essential to tailor instruction to the specific needs of bilingual learners. Moreover, providing additional resources and support at the institutional level is crucial for fostering an inclusive and effective learning environment.

## **Recommendations**

Based on the findings of this study, the following recommendations are made:

1. **Use of Visual Aids and Multimedia Resources:** Teachers should incorporate more visual aids and multimedia resources into their lessons to help make abstract grammar concepts more concrete and engaging for bilingual students.
2. **Curriculum Adaptation:** The curriculum should be adapted to include more authentic materials and real-life examples, making grammar learning more relevant and practical.
3. **Teacher Training:** Teachers should receive specialized training on how to cater to the needs of bilingual students, including strategies for managing code-switching and linguistic interference.
4. **Formative Assessments:** Implement formative assessments to regularly monitor students' progress and provide targeted feedback to address specific areas of difficulty.
5. **Additional Resources and Support:** Schools should provide additional resources and support for bilingual students, including access to supplementary learning materials and dedicated support programs.
6. **Integration of Technology:** Utilize technology such as interactive grammar lessons, quizzes, and educational apps to make learning more interactive and enjoyable.
7. **Encouragement of Practice:** Provide students with ample opportunities to practice speaking and writing in English through conversation practice, role-plays, and writing exercises.
8. **Creating an Inclusive Learning Environment:** Foster an inclusive learning environment that acknowledges and respects linguistic and cultural diversity, promoting a positive attitude towards English learning.

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