

Assessment of Levels of Bi-Literacy Among Bilingual Learners at The Middle-Basic Education: The Case of Abia and Nassarawa States of Nigeria

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ABSTRACT: *Going by the language provisions of the National Policy on Education (NPE), every Nigerian child in school is bilingual. Bilingual in the sense that the NPE provides for mother tongue (MT) or Language of the immediate environment/community (LIE/LIC) medium of instruction at the first three years of primary education otherwise called the Early Basic and transition into the English medium from primary 4 (The Middle Basic). The implication is that at the early basic, both the MT or the LIE/LIC as a subject and the other content subjects would be taught in the prescribed medium of MT/LIE while English studies would be taught in English medium and conversely at the Middle Basic where English is the medium except for MT/LE as a subject. Some of the basic skills targeted at the primary education level are functional literacy and numeracy skills. Literacy, simply is defined as the ability to read and write in a given language. The purpose of this study is to ascertain whether the bilingual pupils in Abia and Nasarawa states of Nigeria are also achieved bi-literacy, (that is acquire literacy skill in both the Ìgbò/English and Hausa/English) respectively. It also sought to compare the learners' level of literacy between Ìgbò and English and Hausa and English respectively, between male and female bilinguals and between Abia and Nasarawa bilinguals. Three research questions and three hypotheses guided the study. The population of the study was purposively the grade 5 Middle Basic while sample of 302 pupils (121 from Abia and 181 from Nasarawa states) were randomly selected from 5 primary schools proportionately selected in Aba North LGA of Abia State and Akwanga LGA of Nasarawa state respectively. Data was collected through researchers- constructed tests titled, Bi-literacy Reading and Writing Test (BRWT) comprising simple comprehension passages in English and its equivalents in Ìgbò and Hausa languages as well as translation exercises from English sentences into Ìgbò and Hausa respectively. The instrument had face and content validity. Data was analyzed using Mean and Standard Deviation for the research questions. Hypotheses I was tested with*

paired t-test while hypotheses 2 and 3 were tested using MANOVA. Findings include: both the bilingual Basic 5 pupils in Abia and Nasarawa states are bi-literate in their MT and English. There is a significant statistical difference in the biliteracy levels of bilingual Basic 5 pupils in Igbo/English and Hausa/English respectively. Hence, Abia bilinguals are more literate in English than in Igbo while the Nasarawa bilinguals are more literate in Hausa than in the English language. There is no significant statistical biliteracy difference between male and female Abia and Nasarawa bilingual Basic 5 pupils, the difference in their Mean scores is negligible. Finally, there is a statistically significant biliteracy difference between the Abia Basic 5 bilinguals and their Nasarawa counterparts with the Abia bilinguals found more biliterate than the Nasarawa bilingual Basic 5 pupils. While Abia is recommended to get more intentional with MT/LIC medium at the basic levels of education, Nasarawa state is recommended to teach English in English and not in Hausa medium.

KEY WORDS: bilingualism, bi-literacy and middle-basic education

INTRODUCTION

Education is the process of acquiring skills, competences, ideas and attitudes etc. It is lifelong tools for functional and pragmatic living. It can be achieved in or outside the formal school system. This is evident in the lives of Africans and Nigerians in particular before the entrant of the European Missionaries. Before the advent of the Whites, the place called Nigeria today was made up of regions simply called tribes. Each tribe had her distinct but similar ways of educating their young ones. Education was pure induction into responsible, responsive and self-reliant adulthood. The process was carried out in the native language; of course, there was no intrusion, invasion, infiltration and adulteration of any kind.

School, the structure of formal education was introduced by the European Missionaries who had mixed agenda of trade and evangelization of Africa. The process of school was necessitated by the need to facilitate the agenda through literacy. Literacy is basically the ability to read and write in a given language.

Historically, the initial literacy race in African/Nigerian schools was not offered in vernacular (the western term for native languages). This made colonial-driven African education nonfunctional and inadaptible as was clearly reported by the Phelps-Stokes Commission on African education in 1922. It was the discoveries and the recommendations of the Phelps-Stokes Commission that orchestrated and reinforced the fact that an African child was best taught in their native language. The recommendations of the Phelp-Stokes Commission were followed up by the British Government who stipulated in a policy in 1941 that instructions in the early years in school should be in the native languages and nothing more and that, a child should not move to a new class unless they have made good grade in vernacular (Hair, (1967), Osokoya, 1987 in Ikonne, 2020). It is

against this backdrop that the use of indigenous languages for the beginning of education was originated. This also marked the origin of Mother tongue literacy in African/Nigerian education.

Bilingual Education in Nigeria

Historically, Nigeria is a multilingual state, having over 500 indigenous languages. In the face of multilingualism and diverse cultural background of the various ethnic nationalities that make up Nigeria, and by reason of colonial relationship with Britain, English became the official language of Nigeria (the language of governance, language of education, wider and mass communication, administration, the law court) etc. to balance out the dividends of colonial relationship, British government introduced bilingual education in Nigerian school system.

By bilingual education, the Nigerian child was taught in his MT/LIC as well as in the English medium. This was the practice in all the regions of Nigeria before independence. However, many years after independence, Nigeria could not keep the tradition of mother tongue medium of instruction in schools. The shift was occasioned by the stereotype that the English language is superior to the indigenous languages coupled with the notion that an international language that would ensure unhindered access to the global village was a priority. Other antecedent arguments that the multi lingual capacity of the nation would require the use of a neutral language in the interest of national unity and to deemphasize the various ethnic origins as well as bridge the gaps among the various indigenous languages all of which contributed to truncation of bilingual education in Nigeria.

Despite the foregoing, agitations heightened over the preference of English medium to mother tongue medium in our schools. Streams of research finding stressing the cognitive, affective, psychological and socio –cultural benefits of mother tongue medium of instruction to Nigerian children emerged. For instance, Chumbow (1990), Obialor (1990), Fafunwa et al, (1989), Emenanjo et al. (2003), Anyanwu and Ikonne (2017), UNESCO (2003) and Ikonne, (2020) all support that a child learns better and develops faster cognitively, affectively and in psycho motor if they are taught in their mother tongue continuously over a period of time.

Furthermore, Chumbow (1990) reveals that the end product of mother tongue first education is literacy in both the mother tongue and the foreign language while teaching the child directly in the foreign language makes the child literate in the foreign language, with little or no concern for literacy in the indigenous languages. Chumbow further notes that proficiency in in both a foreign and indigenous language can readily be achieved in a well- organized programme since the basic skills of reading readily transfer from one language to another. He concluded that the teaching of the child's mother tongue first has a long term benefits to the child's learning process.

In consideration of the importance of home language in the education process and in the bid to meet the international language need of the nation, the government of Nigeria finally endorsed

bilingual education. This is encapsulated in the language provisions of the National Policy on Education, NPE (1977, revised 1981, 1998, 2004 and 2003) which stipulate the use of the mother tongue (MT) or the language of the immediate environment/community (LIE/LIC), as medium of instruction at the first three years of primary education, otherwise called the Early Basic and transition to English medium from the Middle Basic (from primary 4).

The implication is that at the Early Basic, both the MT/ LIE/LIC and English studies would be taught as subjects, all other content subjects would be taught in the prescribed MT/LIE medium while English studies would be taught in English medium and conversely, at the Middle Basic, English is the medium for teaching English Studies as subject and all other content areas except for MT/LIE as a subject. This way, bilingualism is entrenched in the educational system, where every child receives their first education in the mother tongue or the language of the immediate community and continues in English language later. This was emphasized by Olagoke (1979) submits that, ‘the best medium for teaching the children at the initial stages of their education is their MT, and it is after a firm linguistic foundation has been laid in it that there should be a change to the use of English medium at all stages’. This way, functional and permanent numeracy skills, literacy as well as biliteracy skills would be acquired by the Nigerian child.

Bilingualism and Bi-literacy Differentiated

The term bilingualism is used to describe someone who can only fluently speak two languages. A person who is bi-literate is also considered a bilingual, but a person who is bilingual is not necessarily bi-literate, hence, being bilingual does not necessarily bring about bi-literacy in an individual. A person who is bi-literate has the capacity to read and write in two languages in question, and is also considered bilingual, but a person who is bilingual is not necessarily bi-literate.

Bi-literacy is the capability for developing reading and writing proficiency in two languages. Bi-literacy has the goal of achieving fluency in both reading and writing in the two languages involved. Bi-literacy in the context of this study involves the Nigerian school child acquiring knowledge and skills to read and write in their home language and in the official language, English language, hence, the reason for this study. Proficiency in both reading and writing in the two school languages an average Nigerian is exposed to are the intents of bi-literacy. Functional bi-literacy therefore, is meant to produce in the pupils the ability and skills of reading for comprehension and meaning and encoding appropriately in the two school languages of relevance to the child.

Bi-literacy is therefore, the end product of bilingual education system which empowers the child to be literate and function appropriately in two languages. It goes beyond bilingualism. The Nigerian context requires the bilingual pupils to be literate and proficient in the two languages - their mother-tongue or the language of the immediate environment and the English. Hence, bilingual education is entrenched in Nigerian educational system.

The Problem

Learning is said to be more meaningful, more effective and more creative when conducted in the mother tongue, and that children taught in their MT are more confident in expression and skillful in their curriculum adaptation. Promotion of mother tongue (MT)-education in Nigerian schools' curriculum dates back to the early 20th century, spanning the UNESCO meeting of Specialists (1951), which expressed the opinion that "education is best carried out in the Mother Tongue (MT)", recommending that initial education should be carried out through the medium of the MT and the extension its use to "the later stages as possible" (Bamgbose 1976). Initial literacy in the MT was also upheld by the 1969 Nigerian Curriculum Convention, affirming that a primary pupil "should be well grounded in their Mother Tongue" (Bamgbose 1976). This later gave birth to the language provisions of the National Policy on Education (NPE 1977, revised in 1981, 1998, 2004 and 2013). Its subsequent entrenchment into the 1979 and 1999 Constitutions of the Federal Republic of Nigeria made it a constitutional issue to educate the Nigerian child in the "language of their immediate community", beginning from the early stage of primary education. This accounts for beginning of bilingualism in Nigeria education.

Teaching exclusively in the mother tongue in Nigeria could not be the only option in the multilingual nation, hence the idea of combining the mother tongue with the official language English. Every Nigeria child by implication is bilingual. Sequel to the bilingual education provided in the NPE, every Nigerian child at the middle basic education level is expected to be bi-literate in their mother-tongue or the language of the immediate environment and the English.

Driven by the fact that literacy has been introduced in MT for three years and that English was gently introduced before the transition into the English medium proper from basic four, it is expected that a Nigerian pupil would be functionally bi-literate before they migrate to the Upper Basic level of education. Hence, this study on the assessment of levels of bi-literacy among bilingual learners at the middle-basic education. This assessment is considered not just pertinent but imperative in order to identify the pupils' needs, identify and fill the curriculum gaps and effect the training and retraining lapses.

Research Questions

Three research questions and three null hypotheses guided the study. The research questions are:

1. To what extent are the Ìgbò/English and Hausa/English bilingual Basic 5 pupils bi-literate in Abia and Nasarawa States?
2. To what extent do the bi-literacy levels of the Ìgbò/Hausa male and female bilingual Basic 5 pupils differ in Abia and Nasarawa States respectively?
3. To what extent do the bi-literacy levels of the Ìgbò and Hausa bilingual Basic 5 pupils differ based State?

The Null Hypotheses

1. There is no significant bi-literacy difference between Ìgbò/English and Hausa/English among the bilingual Basic 5 pupils.
2. The bi-literacy levels of male and female Basic 5 pupils in Ìgbò/English and Hausa/English do not differ significantly.
3. There is no significant difference between the bi-literacy levels of the Ìgbò and Hausa bilingual Basic 5 pupils' bases on state - *Abia and Nasarawa*.

Theoretical Support for Bilingual Education in Nigeria

Bilingual education in Nigeria is an offshoot of both colonialism and multilingualism. In pursuit of sustainable, functional education in Nigeria, bilingualism is the approved practice in the educational system as provided in the NPE. It supports the development of Nigerian indigenous languages and the international language for global visibility through the teaching and usage of the official language, English in education (Bamgbose 1976).

Research Procedure

The study areas were Abia and Nasarawa states of Nigeria. Abia State was carved out of the former Imo State in 1991. Abia State is located in the South-east geo-political zone of Nigeria lying between latitude 5° 25 North and longitude 7° 30 east. The state occupies about 5,834 square kilometers. It is bounded on the North and North-East by Anambra, Enugu and Ebonyi States. To the west of Abia is Imo State, to the East and South East are Cross River and Akwa Ibom States, and to the South is Rivers State.

The capital of Abia State is Umuahia and the major commercial city is Aba, formerly a British Colonial Government outpost. Abia people are of the Igbo ethnic group. Their native language is Igbo. Administratively, the state is divided into 17 Local Government Areas (LGAs). Akwanga LGA, Nasarawa state is a gateway to the Federal Capital Territory, Abuja and a host to diverse tribes from across the nation. The local government also hosts many primary schools, both private and government-owned. Basically, the schools are located in the center of the local government where bilingual education is provided with regards to the National Policy on Education in Nigeria.

The study design was survey. The population of the study was purposively the bilingual Ìgbò and Hausa speaking Middle Basic 5 pupils in Abia and Nasarawa states. Five (5) primary schools were proportionately selected in Aba North LGA of Abia State and Akwanga LGA of Nasarawa state respectively. From the intact classes, a total sample of 302 Basic 5 pupils were purposely drawn (121 from Abia, 181 from Nasarawa).

Basic 5 pupils were considered most appropriate for the assessment on the ground that they had completed the Early Basic education in MT/LIE medium and experienced one full year in the English medium. In that case, they are quite familiar with bilingual literacy of the NPE. Again,

this grade of learners was selected in order to obtain information on their overall language proficiency in the areas of – vocabulary, reading and writing (functional literacy skill) before they transit into the Upper Basic education level which a lot of pupils do from Basic 5. Also, there is the need to identify possible curriculum adaptation and delivery gap in order to rectify it through training and retraining processes before the pupils accelerate higher in their education ladder.

The instrument for data collection was the researcher-made tests titled, 'Bi-literacy Reading and Writing Test (BRWT). The instrument consisted of two sections. Section A, sought Demographic information of the participants while section B was the tests proper comprising reading comprehension passages in Ìgbò, Hausa and English languages as well as translation of simple sentences from English into Ìgbò, English into Hausa and conversely.

The instrument had both face and content validity from seasoned Basic Education teachers, experts in language education (English, Ìgbò and Hausa) and measurement and evaluation. Although reliability estimation of the instrument was not ascertained, the experts certified the tests appropriate for the age, readability and mental levels of the participants.

The instrument was administered to the participants by the researchers while some were done by tutored research assistants. The comprehension passages were allotted 60% cumulatively (shared equally between Igbo and English; Hausa and English while the translation exercises were allotted 40% (shared equally between Igbo and English; Hausa and English giving a total of 100%. All the exercises in English got 50%, all in Igbo and Hausa got 50% respectively. The benchmark for literacy was the Mean score for each language. Thus, the ability of the participants to achieve Mean score of 25 and above in the relevant languages qualifies them literate in those languages. In this context, a bilingual Ìgbò Basic 5 pupil is adjudged bi-literate if they achieve Mean score of 25 and above in tasks in English and Ìgbò respectively, likewise the bilingual Hausa Basic 5 pupil.

Data collected were analyzed using the statistical tools. Mean and Standard Deviation were used to answer the research questions. Hypotheses 1 was tested with paired t-test while hypotheses 2 and 3 were tested using MANOVA. All hypotheses were tested at .05 levels of significance. Statistical Package for Social Sciences version 22 (SPSS-22) was used for data analyses.

DATA PRESENTATION AND RESULTS

Research Question 1: To what extent are the Ìgbò/English and Hausa/English bilingual Basic 5 pupils bi-literate in Abia and Nasarawa States?

Table 1

Mean and Standard Deviation Ìgbò of Bilingual Basic 5 Pupils' Bi-literacy in Ìgbò and English in Abia State

Bi-literacy	N	\bar{x}	SD
Ìgbò	121	32.61	11.91
English	121	39.75	10.18

Mean and Standard Deviation of Hausa bilingual Basic 5 pupils' bi-literacy in Hausa and English in Nasarawa State

Bi-literacy	N	\bar{x}	SD
Hausa	180	35.49	13.45
English	180	31.13	15.90

Table 1 showed that mean achievement scores and standard deviation in bi-literacy test of bilingual pupils in Ìgbò ($\bar{x} = 32.61$, $SD = 6.07$), English ($\bar{x} = 39.75$, $SD = 10.18$), and Hausa ($\bar{x} = 35.49$, $SD = 13.45$), English ($\bar{x} = 31.13$, $SD = 15.90$). For Abia State Basic 5 pupils are more literate in English language than Ìgbò language. This is evident by the higher mean achievement score obtained for English language. Conversely, in Nasarawa State, a higher mean achievement score was obtained for Hausa meaning that Basic 5 pupils in Nasarawa are more in Hausa than English language.

Research Question 2: To what extent do the bi-literacy levels of the Ìgbò/Hausa male and female bilingual Basic 5 pupils differ in Abia and Nasarawa States respectively?

Table 2

a. Mean and Standard Deviation of Difference in bi-literacy levels of the Ìgbò Male and Female bilingual Basic 5 Pupils in Abia State

Bi-literacy	Gender	N	\bar{x}	SD
Ìgbò	Male	47	31.88	12.85
	Female	74	32.31	11.50
English	Male	47	37.25	11.12
	Female	74	40.95	9.36

b. Mean and Standard Deviation of Difference in bi-literacy levels of the Hausa Male and Female bilingual Basic 5 Pupils in Nasarawa State

Bi-literacy	Gender	N	\bar{x}	SD
Hausa	Male	89	31.52	16.71
	Female	91	31.40	15.44
English	Male	89	34.03	15.89
	Female	91	36.85	10.84

Table 2 indicated that mean score and standard deviation of Basic 5 pupils Abia State based on gender in Ìgbò was male ($\bar{x} = 31.88$, $SD = 12.85$) and female ($\bar{x} = 32.31$, $SD = 11.50$); for English language male ($\bar{x} = 37.25$, $SD = 11.11$) and female ($\bar{x} = 40$, $SD = 9.36$). The result obtained in Abia State for bilingual Basic 5 pupils implied that negligible mean difference between male and female in Ìgbò whereas female pupils seem to be more literate in English language than their male counterpart. Similarly, in Nasarawa State mean score and standard deviation of Basic 5 pupils based on gender in Hausa language for male ($\bar{x} = 31.52$, $SD = 16.71$) and female ($\bar{x} = 31.40$, $SD = 15.44$); for English language, male ($\bar{x} = 34.03$, $SD = 15.89$) and female ($\bar{x} = 36.84$, $SD = 10.84$). The indicated that the mean achievement score of male and female Basic 5 pupils on the bi-literate achievement test for Hausa is almost the same but female pupils scored more in English language than their male counterpart.

Research Question 3: To what extent do the bi-literacy levels of the Ìgbò and Hausa bilingual Basic 5 pupils differ based States respectively?

Table 3

Mean and Standard Deviation of Difference in bi-literacy levels of the Ìgbò and Hausa Bilingual Basic 5 Pupils in based on States

Bi-literacy	State	N	\bar{x}	SD
Ìgbò/Hausa	Abia	121	32.61	11.91
	Nasarawa	180	31.13	15.90
English	Abia	121	39.75	10.18
	Nasarawa	180	35.49	13.45

Table 3 revealed that the mean and standard deviation of the level of bi-literacy of the Ìgbò and Hausa bilingual Basic 5 Pupils in Abia and Nasarawa States are ($\bar{x} = 32.61$, $SD = 11.91$) and ($\bar{x} = 31.13$, $SD = 15.90$) respectively. Based on the result, the mean difference of the bi-literacy level of Ìgbò and Hausa bilingual Basic 5 Pupils in the two states is small. For English in the two states, Abia State has higher mean score of ($\bar{x} = 39.75$, $SD = 10.18$) than Nasarawa State ($\bar{x} = 35.49$, $SD = 13.45$). This implied that bilingual Basic 5 pupils in Abia State are more literate in English language than their counterparts in Nasarawa State.

Hypothesis 1: There is no significant bi-literacy difference between Ìgbò/English and Hausa/English among the bilingual Basic 5 pupils.

Table 4

Paired t-test Analysis of Bilingual Basic 5 Pupils' Bi-literacy in Ìgbò/English and Hausa/English

Bi-literacy	N	Mean	SD	t-value	df	Sig.
Ìgbò	123	32.61	11.91	10.54	120	.000
English	123	39.75	10.18			
Hausa	180	35.49	13.45	5.72	179	.000
English	180	31.13	15.90			

Table 4 revealed that $t\text{-value}_{(120)} = 10.54$, $p(.000) < \alpha \text{ level } (.05)$. Based on the result, the hypothesis that postulated that there is no significant bi-literacy difference between Ìgbò/English among the bilingual Basic 5 pupils is therefore, rejected. This implied that the difference is statistically significant. Similarly $t\text{-value}_{(120)} = 5.72$, $p(.000) < \alpha \text{ level } (.05)$ for Hausa/English among the bilingual Basic 5 pupils is statistically significant.

Hypothesis 2: The bi-literacy levels of male and female Basic 5 pupils in Ìgbò and English and Hausa and English do not differ significantly.

Table 5

^aMultivariate Test of bi-literacy levels of male and female Basic 5 pupils in Ìgbò and English

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Squared	Eta
Intercept	Pillai's Trace	.936	883.826 ^b	2.000	120.000	.000	.936	
	Wilks' Lambda	.064	883.826 ^b	2.000	120.000	.000	.936	
	Hotelling's Trace	14.730	883.826 ^b	2.000	120.000	.000	.936	
	Roy's Largest Root	14.730	883.826 ^b	2.000	120.000	.000	.936	
Gender	Pillai's Trace	.043	2.713 ^b	2.000	120.000	.070	.043	
	Wilks' Lambda	.957	2.713 ^b	2.000	120.000	.070	.043	
	Hotelling's Trace	.045	2.713 ^b	2.000	120.000	.070	.043	
	Roy's Largest Root	.045	2.713 ^b	2.000	120.000	.070	.043	

^bMultivariate Test of bi-literacy levels of male and female Basic 5 pupils in Hausa and English

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Squared	Eta
Intercept	Pillai's Trace	.873	612.422 ^b	2.000	178.000	.000	.873	
	Wilks' Lambda	.127	612.422 ^b	2.000	178.000	.000	.873	
	Hotelling's Trace	6.881	612.422 ^b	2.000	178.000	.000	.873	

	Roy's Largest Root	6.881	612.422 ^b	2.000	178.000	.000	.873
Gender	Pillai's Trace	.027	2.457 ^b	2.000	178.000	.089	.027
	Wilks' Lambda	.973	2.457 ^b	2.000	178.000	.089	.027
	Hotelling's Trace	.028	2.457 ^b	2.000	178.000	.089	.027
	Roy's Largest Root	.028	2.457 ^b	2.000	178.000	.089	.027

Table 5a revealed a no significant multivariate main effect for gender with Wilks' λ value = .957, $F(2, 120) = 2.713$, $p(.070) > \alpha$ level (.05). Based on the result the hypothesis was retained showing that F was not significant which implied that the bi-literacy levels of male and female Basic 5 pupils in Ìgbò and English do not differ significantly. The result also showed that the partial eta squared associated with the main effect of gender was .043. Similarly, Table 5b indicated a significant multivariate main effect for gender with Wilks' λ value = .973, $F(2, 178) = 2.457$, $p(.089) > \alpha$ level (.05). Based on the result the hypothesis was retained showing that F was not significant which implied that the bi-literacy levels of male and female Basic 5 pupils in Hausa and English do not differ significantly. The result also showed that the partial eta squared associated with the main effect of gender was .027.

Hypothesis 3: There is no significant difference between the bi-literacy levels of the Ìgbò and Hausa bilingual Basic 5 pupils bases on state - *Abia and Nasarawa*.

Table 6

Multivariate Test of bi-literacy levels of the Ìgbò and Hausa bilingual Basic 5 pupils based on state- Abia and Nasarawa

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Squared	Eta
Intercept	Pillai's Trace	.902	1371.919 ^b	2.000	298.000	.000	.902	
	Wilks' Lambda	.098	1371.919 ^b	2.000	298.000	.000	.902	
	Hotelling's Trace	9.208	1371.919 ^b	2.000	298.000	.000	.902	
	Roy's Largest Root	9.208	1371.919 ^b	2.000	298.000	.000	.902	
State	Pillai's Trace	.044	6.879 ^b	2.000	298.000	.001	.044	
	Wilks' Lambda	.956	6.879 ^b	2.000	298.000	.001	.044	
	Hotelling's Trace	.046	6.879 ^b	2.000	298.000	.001	.044	
	Roy's Largest Root	.046	6.879 ^b	2.000	298.000	.001	.044	

Table 8, a one-way MANOVA revealed a significant multivariate main effect for state with Wilks' λ value = .956, $F(2, 298) = 6.879$, $p(.001) < \alpha$ level (.05). The result showed that F was significant which implied that there is a difference in the bi-literacy levels of the Ìgbò and Hausa bilingual

Basic 5 pupils in Abia and Nasarawa respectively. The result also showed that the partial eta squared associated with the main effect of location was .044. The null hypothesis was therefore, rejected.

SUMMARY AND CONCLUSION

Generally, the findings show that both the bilingual Basic 5 pupils in Abia and Nasarawa states are bi-literate in Igbo/English and Hausa/English respectively. However, there is a significant statistical difference in the biliteracy levels of bilingual Basic 5 pupils in Igbo/English and Hausa/English respectively. The Abia bilinguals are more literate in English than in Igbo while the Nasarawa bilinguals are more literate in Hausa than in the English language.

Although, the female bilinguals in Abia and Nasarawa respectively, achieved slightly higher biliteracy Mean scores in English than their male counterparts, there is no significant statistical biliteracy difference between male and female Abia and Nasarawa bilingual Basic 5 pupils. Their mean scores difference is negligible.

Finally, the findings show a statistically significant biliteracy difference between the Abia Basic 5 bilinguals and their Nasarawa counterparts with the Mean scores of 39.75 and 35.49 respectively in English, 32.61 and 31.13 respectively in their mother tongue. Thus, Abia bilinguals are more biliterate than the Nasarawa bilingual Basic 5 pupils.

In conclusion, the findings of this study are impressive. It is hope rising to establish that the bilingual Basic 5 pupils are biliterate to a great extent. It is a prove that bilingual education is successful in Nigeria. The results also are prove of effective curriculum implementation and adaptation by the teachers and learners respectively. However, more efforts is required to boost the literacy levels of the Abia bilinguals in Igbo while the Nasarawa bilinguals require a boost in their literacy levels in English.

Recommendations

Noting from the findings that the Abia bilinguals are more literate in English than in Igbo, it is therefore recommended that the teachers in Abia schools should get more intentional with mother tongue/LIC medium at the Basic levels to enable the pupils match their MT literacy with their literacy in English especially with the provisions of the New National Language Policy that provided for extended MT/LIC medium up to Upper Basic education in Nigeria.

For the Nasarawa bilinguals who were found to be more literate in Hausa language than English, while it is considered a plus to be literate in MT/LIC, it is recommended that English be taught in English as it is the provisions of the NPE to enable the learners amerce vocabulary and sustainable

literacy skills in both MT and English, seeing that literacy in the official language cannot be undermined.

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