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Investigating the Effect of Teaching Bilingually on Improving

EFL Pupils' Oral Performance:

**The Case of Fourth Year Pupils at "Bouhoufani Mouhamed" Middle
School in El-Kantara**

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of
the Requirements for the Degree of Master in Sciences of Language

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Declaration

I, **Fayza BELATROUS**, do hereby declare that work that I presented in this desertation is my own original work, and has not been submitted for any academic institution or University for any degree before. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra, Algeria.

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Dedication

I would like to dedicate this work to

To my wonderful mother

*To my sister **Ilham** and my beloved brother **Soufyane** and his wife **Fatima***

For supporting and encouraging

*To my nephews **Tasnime**, **Said**, and **Youcef***

*To my beloved aunts, **Ghania** and **Fatima** and **Hayat***

*To my cousins **Kanza**, **Amina**, **Khawla** and **Louiza***

*To my friends **Hadil**, **Wisal** with whom I shared the wonderful moments*

*To my friend **Nour** without her, this work would never have been possible*

To everyone and anyone that has been supportive and wished me success

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Abstract

The purpose of this study was to investigate the effect of teaching bilingually on improving EFL pupils' oral performance, this was via describing the thoughts and opinions of fourth year middle school pupils and middle school EFL teachers on the effect of teaching bilingually and whether it improves the pupils' oral performance or not. The mixed methods approach was used combining quantitative and qualitative data for the purpose of answering the research questions and verifying the research hypothesis, which indicated that fourth year middle school EFL pupils think that teaching bilingually helps them improve their oral performance. For this purpose, a structured questionnaire was administered to a sample of 22 fourth year middle school EFL pupils in addition to a semi-structured interview was administered to two EFL teachers at the same middle school, both samples were selected purposively. The obtained results revealed that fourth year EFL pupils supported the idea that using both English and Arabic in studying English as a foreign language helps them improve their oral performance in English. Therefore, based on the findings, the research hypothesis was confirmed. Nonetheless, middle school EFL teachers disagreed about the idea that using both English and Arabic helps their pupils improve their oral performance in English. Middle school EFL teachers believed that using both English and Arabic in teaching English helps their pupils best in their current level but it may not help them improve their pupils' English oral performance. Thus, further research is required to examine how and to which extent teaching bilingually may improve EFL students' oral performance.

List of Abbreviations and Acronyms

ALM: Audio-lingual Method

CA: Communicative Approach

DM: direct Method

EFL: English as a foreign language

FLL: Foreign language Learning

GTM: The Grammar Translation Method

L1: First Language

MEP: Maintenance Education Program

Q: Question

RH: Research Hypothesis

RQ: Research Question

SPSS: Statistical Package for Social Sciences

TBP: Transitional Bilingual Program

USDE: United States Department of Education

&: And

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Introduction

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Introduction

English as a foreign language (EFL) is the use of English language by speakers with different mother tongues. Learning English as a foreign language (EFL) is a process that requires the participation of both the teacher and student. This process aims mainly to speak and communicate in that language. Speaking is the action of conveying information or delivering language through speech. According to Kayi (2006), speaking skill is the process of building and sharing meaning using verbal and nonverbal symbols in a variety of contexts. Speaking skill is a productive skill in the oral form that gives the ability to communicate effectively. It is most important because the main objective of learning a language is to speak and communicate, and because speaking is the mean, through which much language is learned.

In EFL classrooms, teachers must be aware of how to teach English effectively to enable the students to improve their English oral performance since it is a crucial aspect of learning/ teaching English as a foreign language. Teaching EFL students the target language monolingually (through the target language only) may be obstructive in the process of developing successful speaking skills and oral communication in the English language. Teaching EFL bilingually, unlike teaching monolingually, is the use of English language in addition to another language to teach the English in a classroom. According to some previous studies, a considerable proportion of beginner students who have been taught the English language monolingually had difficulty in their English oral performance. This evidence heightens the importance of research that attempts to identify which way of EFL teaching is likely to be the most effective way that helps EFL students to improve their English oral performance.

1. Statement of the Problem

In the current world, the majority of the population in the world are bilinguals and two thirds of children in the world raised in bilingual environment (Crystal, 1997). In the Algerian society, the majority of the population speaks two languages (Arabic and French); therefore, their brains are already accustomed to bilingual communication. Furthermore, in the educational context, Algerian pupils start learning English as a foreign language in middle school, EFL middle school teachers often use Arabic and English to teach their bilingual pupils English because explaining something in two languages would be more beneficial than presenting it in one language. In addition, there exist evidence proving that bilingualism well-developed one's cognitive flexibility, which denotes that bilingualism is advantageous for EFL students. Middle school EFL students, mainly, start speaking a language before they move to write, effective oral performance lays the foundation for overall effective language learning. Efficient speaking skills result in successful communication and self-confidence, and they facilitate the development of the different aspects of learning a language. This study aims to find out if teaching bilingually has a positive effect on middle school EFL students' oral performance.

2. Research Questions

This research seeks to answer the following research questions:

RQ1: What are fourth year middle school EFL pupils' opinions about the effect of teaching bilingually on their oral performance?

RQ2: To what extent do middle school teachers believe that teaching bilingually may improve their pupils' oral performance?

3. Research Hypothesis

Based on the above-mentioned research question, we propose the following research hypothesis:

RH1: Fourth year middle school EFL pupils think that teaching bilingually helps them improve their oral performance.

4. Aim of the Study

This study aims to describe the thoughts and opinions of fourth year middle school pupils and their teachers on the effect of teaching bilingually and whether it improves the pupils' oral performance or not.

5. Research Methodology

5.1 Research Approach

This descriptive research aims to explore whether or not fourth year middle school EFL pupils and their teachers think that teaching bilingually would improve the pupils' oral performance. Therefore, a mixed-methods approach, which incorporates both the quantitative and qualitative methods was adopted due to the nature of the study for the purpose of obtaining answers to the research questions.

5.2 Population and Sample

The population of this research was the fourth-year pupils of Bouhoufani Mohamed Middle School-Elkantara, which total number was (90) divided into four classrooms. The population was selected since the pupils as beginner EFL students receive a bilingual education (Arabic and English). Among the population, a sample of (22) was selected

according to the non-representative cluster sampling method since this research does not intend to generalise its findings. In addition, a sample of (2) middle school EFL teachers from the same middle school were purposively selected due to the fact that one of them has taught the sample in the previous years and the other teacher was teaching them this year. The two teachers were selected for the sake of collecting data about their attitudes concerning the effect of teaching bilingually on improving fourth year pupils' oral performance to answer the second research question.

5.3 Data Collection Tools

In order to answer the research questions, the present research work employed two data collection tools, namely, a structured questionnaire for pupils and a semi-structured interview for teachers. The questionnaire was administered to (22) fourth year EFL pupils at Bouhoufani Mohamed middle school with the aim of collecting data about fourth year middle school EFL pupils' views and beliefs towards the effect of teaching bilingually on improving their oral performance. Therefore, for answering the first research question (What are fourth year middle school EFL pupils' opinions about the effect of teaching bilingually on their oral performance?) In addition, to confirm or disconfirm the research hypothesis. A semi-structured interview was administered to two purposively selected middle school EFL teachers for the aim of answering the second research question (To what extent do middle school teachers believe that teaching bilingually may improve their pupils' oral performance?).

5.4 Data Analysis Procedures

In order to analyse the quantitative data collected from the pupils' questionnaire, the services of the SPSS software were used. In addition, the content analysis method was used in order to analyse and interpret the qualitative data obtained from the teachers' interviews.

6. Significance of the Study

This study described and reported EFL pupils' and teachers' thoughts and opinions on teaching bilingually and its effect on pupils' oral performance. Bilingual teaching is a teaching model that makes use of two languages in order to convey the curriculum material as a means to strengthen students' competency in a foreign language, in this case, English as a foreign language. Since it is estimated that bilinguals constitute between half and two-thirds of the world's population (LESTARI, 2018), it has been the focus of several previous studies in education in general and in the scope of EFL teaching and learning in particular. Considering the bilingual nature of the Algerian society, EFL teachers in middle schools attempt to make use of the two languages; namely, Arabic and English, in order to improve their pupils' comprehension and thus, facilitate their communication. This research attempt to explore whether EFL pupils and teachers believe that bilingual teaching in the middle school context has a positive effect on pupils' oral performance or not.

7. Structure of the Dissertation

This research consists of two parts; the first part is the theoretical background and the second part is the fieldwork. Initially, the theoretical part is divided into two chapters; namely, oral performance and teaching bilingually. The first chapter is devoted to discussing some of the key concepts related to the dependent variable; namely, oral performance. In addition, chapter one spotlights one of the most essential language skills, which is the speaking skill, including its definitions, its characteristics, and the importance of speaking generally and in EFL classrooms particularly. This chapter also discussed the integration between speaking and listening skills and the factors that cause EFL speaking difficulty, and discussed teaching speaking in the different language teaching methods. Subsequently, the

second chapter introduced theoretical concepts related to the independent variable, namely, teaching bilingually. Chapter two entailed the different conceptual definitions of bilingualism, the advantages of bilingualism, bilingual education, and bilingual education programs. This chapter, also, discussed the use of L1 in EFL classes.

Consequently, chapter three is the practical part of the study; it is concerned with data description, analysis, interpretation, and discussion of the results obtained from the collected data. In order to answer the research questions and confirm or disconfirm the hypothesis, two data gathering tools were selected and employed; a structured questionnaire administered to (22) fourth year EFL pupils at Bouhoufani Mohamed middle school, in addition to a semi-structured interview conducted with two middle school EFL teachers from the same middle school. Moreover, we used the SPSS in order to analyse the data obtained from the questionnaire, and we made use of the content analysis method to analyse the data obtained from the interview.

Chapter One

Oral Performance

Chapter One: Oral Performance

Introduction

1.1 Definition of Speaking 1.2 The Importance of Speaking

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Introduction

One of the main aims of teaching and learning English as a foreign language is to communicate using oral language. Learning English as a foreign language is a complex process that demands mastery of the four language skills, reading, writing, listening, and speaking. The latter is the essential language skill that is considered the mean almost through which much language has learned, in which learners interest improving their performance. Chapter one is devoted to the key concepts related to the dependent variable; namely, oral performance. In addition, this chapter spotlights one of the most essential language skills, which is the speaking skill, including its definitions, its characteristics, and the importance of speaking generally and in EFL classrooms particularly. Subsequently, it discussed the integration between speaking and listening skills, as well as explained the factors that cause EFL speaking difficulty, and discussed teaching speaking in the different language teaching methods.

1.1 Definition of Speaking

The speaking skill does not have a single definition. It has been defined from different views. In Oxford Dictionary (n.d.), speaking is defined as the act of communicating information or expressing emotions in words. According to Kayi (2006), speaking is the process of building and sharing meaning by using oral and non-verbal symbols in different contexts. Moreover, Nunan (2013) stated that speaking is a productive verbal skill that consists of systematic oral utterances to conduct meaning. In addition, several scholars discribed speaking as an essential skill of communication. In this respect, Bendakfel and Guemraoui (2020) stated that speaking is a vital language skill that allows humans communicate fluently to reach a particular goal. Moreover, “Speaking” is, also described

as an interactive process that involves constructing and obtaining and processing information, according to Abbassi (2016) and Bendakfel and Guemraoui (2020).

In the EFL teaching and learning context, speaking is the most important skill required to be considered. According to Juniardi, Herlina, Lubis, Irmawanty, and Pahamzah (2020), speaking is an important skill that must be improved since it is an essential aspect of constructing excellent communication since someone who could be speaking a language is also able to comprehend it, as argued by Lestari (2018).

Correspondingly, English as a foreign language (EFL) in oral communication is highly complex. Therefore, EFL teachers and learners find it hard to acquire and master speaking ability. As per Al Hosni (2014), EFL students face many difficulties in improving their speaking skills. Concerning this point, Luoma (2004) argued that speaking a foreign language is very difficult that takes a long time to develop since other language skills aspects are combined in speaking, including pronunciation, grammar, and vocabulary (Mardhiyah, 2019). As attested by Abbassi (2016), speaking a foreign language has been described as the most complex skill. In the same sense, Mackey (1978, p. 263) expressed, “speaking is the most mind boggling of semantics skill, since it considers what is to be said while saying what has been thought”. However, speaking is a complex skill. Numerous studies and findings have agreed that it is one of the most necessary aspects of language teaching and learning.

1.2 The Importance of Speaking Skill

Speaking skills play a crucial role required in real life. Humans need to use this skill in all fields of life. As per Akhter, Haidov, Rana & Qureshi, (2020), this productive skill promotes the the activities of social life. Furthermore, they added that speaking skill is necessary to run any system smoothly. Thus, everything is related to the ability to speak. Additionally, the target aim of English as a foreign language teaching and learning is to communicate. Thus, Communication is the basic need of humans in the present world.

Meanwhile, for this objective, a significant number of research proved that speaking is considered the most demanding skill to communicate effectively. As Rivers (1981) argued, that speaking is used twice as much as reading and writing in our communication. Therefore, EFL learners' communicative competence is related to their speaking competence since speech is the essential tool of communication. According to Kadamovna (2021), "Communication takes place, where there is speech" (p.28). Without speaking skills, humans cannot express their ideas, thoughts, views, and opinions. Akhter et al (2020) argued that Speech is imperative to fulfilling the task of communication. In this sense, Bendakfel and Guemraoui (2020) stated that Speaking is a vital language skill that allows humans to communicate fluently to reach a particular goal.

Furthermore, besides the role this productive skill performs in communication, a significant number of researches proved that it promotes successful and proficient foreign language learning since speaking skills occupy the core position of this process. As attested by Mardhiyah (2019), this skill is the most critical indicator of students' success in learning a foreign language. Thus, achieving the goal of learning a foreign language requires mastering speaking skills. Hence, it is the almost requisite tool. As confirmed by Goh (2007), speaking facilitates language acquisition and development. In this sense, Nunan (1989) stated, "Mastering speaking is a single important aspect of learning a foreign language, and the success is measured in terms of carrying out of the conversation in the language" (p. 39). According to Swain (1985), learners can acquire new forms of language through speaking. Moreover, engaging in conversation with more qualified speakers will help learners develop their language ability (khadidja, 2019). She added that the ability to speak is very crucial in the learning process since it helps learners explore, develop, consolidate and explore ideas.

1.3 Characteristics of Speaking Performance

The principal goal in teaching speaking, owing to its importance, is to prepare the students as much as possible to speak English as a foreign language (EFL) fluently and accurately. Thus, fluency and Accuracy are the main characteristics that the speaking performance is based upon for the objective of developing this skill.

1.3.1 Fluency

Speaking fluently English is the main objective in teaching speaking since it is the first component by which foreign language learners are assessed in their oral skills. Fluent; is a word that refers to a high level of performance. Thus, someone who speaks fluently is well advanced in speaking level. The term fluency is derived from a Latin word that means to flow. Meanwile, this term referred to speaking the target language smoothly, without hesitation or stumbling. As defined by Lennon (1990), fluency pertains to smoothness and ease of verbal linguistic delivery. Furthermore, Leong & Ahmadi, (2017) explained fluency as the learners' ability to speak understandably. Further explanation stated by Hughes (2002), that it is to speak without hesitation, reasonably, intelligibly, and in an accurate way.

Additionally, numerous researchers referred to fluency as the ability to speak in a fast way without pauses. As stated by Bailey (2003), Fluency is to speak the language quickly and confidently, with few hesitations or unnatural pauses. Thus, the frequent use of pauses while speaking causes lack of fluency since it breaks down communication and makes listeners lose interest. According to Nunan (1999), students should be able to keep going when speaking spontaneously without using frequent pauses since some regard it as a factor of low speaking proficiency.

However, others have agreed that pause is an important factor to improve fluent speaking performance. Therefore, EFL learners need to take Pauses since even native speakers need to pause. As per Thornbury (2005), both speed and pause are significant in fluency since speakers need to stop from time to time rather than swallowing letters and items to take a breath. In addition, she stated that EFL speakers are fluent when they pause in the appropriate and necessary place. According to Thornbury (2005), natural sounding pauses occur at the intersection of clauses, or after groups of words that form a meaningful unit. Similarly, Bygate (2009) argued that a natural amount and distribution of pauses are two main aspects that reflect fluency.

1.3.2 Accuracy

Accuracy is the almost necessary factor that most EFL teachers emphasize and take as a basic in teaching speaking skills. It refers to the correct production of language. In other words, accurately Speaking means the ability to speak correctly without mistakes. Furthermore, according to Yuan & Ellis (2003), accuracy indicates to the conformity of the language produced with the target language norms. As stated by Skehan (1996), accuracy referring to how well producing the target language concerning the rule system. Thus, this subsumed the correct use of grammar, pronunciation, and vocabulary (Burkat, 1998). In other words, "Accuracy" is a term that relates to the correct use of linguistic structures, namely, grammatical accuracy, appropriate use of register, the precision of vocabulary, and proper use of cohesive devices, according to Omaggio (1986) as cited in Stein (1999). Similarly, Firman (2012) argued that accurate speaking relates to acceptable pronunciation, correct grammar, and suitable word choice.

Furthermore, numerous research has proven that correctness or being accurate is necessary for successful communication and oral proficiency as well as fluency. As stated

by Skehan (1996), communicative effectiveness could be impaired by inaccuracy. According to Ghemraoui (2018), the speech utterances will be inappropriate without structuring accurate speech; speakers will not be understood if they perform incorrect utterances. Thus, learners should pay more attention to the correctness of the spoken language and avoid making mistakes as well as seek to be fluent, as stated by Ladouali (2020).

In other words, accuracy and fluency are interrelated, and both are essential and needed for successful communication. In this sense, it could be hard to understand a continuous stream of inaccurate speech since it violates the comprehension aspect of fluency. However, the speaker could be halting but accurate (Ebsworth, 1998). Hence, Speakers will not be fluent without accuracy or accurate without fluency as mentioned by Ugli (2018). In this perspective, teachers must provide students with fluency and accuracybuilding activities. In addition, learners must be given opportunities to develop their fluency and accuracy without being interrupted to correct their mistakes.

1.4 Integration between Listening and Speaking Skills

Listening and speaking are interrelated skills. Listening skill is essential in developing speaking skills. In other words, EFL learners must be good listeners and understand what is said to improve their speaking since listening is the primary mode through which receiving ideas and information are internalized (Nadesan and Shah, 2020). As stated by Redmond and Vrchota (2007, p. 120), “speakers are at the mercy of listeners.” (cited in Khadidja, 2010, p. 30). According to Saaied (2016), for successful speaking, successful listening is necessary. Therefore, through listening, learners can pronounce correctly and learn how to use features like stress and intonation (Abu-Snoubar, 2017). In addition, Brown (2001) argued that listening always accompanies the speaking skill since learners tend to

listen while the teacher speaks or explains. Hence, there is a strong relationship between these two skills and success in speaking relies on success in listening.

1.5 Factors that Cause EFL Speaking Difficulty

Speaking English as a foreign language (EFL) is one of the most difficult activities that important to be considered in learning and teaching English as a foreign language. In this regard, different findings and investigations stated that the incapability of EFL students to communicate orally in English is due to the difficulties that speakers could have when dealing with speaking. Thus, these difficulties are divided into two kinds, namely, linguistic difficulties and non-linguistic difficulties. The existence of these difficulties is contributed by different factors and causes faced by EFL students.

1.5.1 Linguistic Factors

EFL students find it difficult to express words and sentences due to their lack of vocabulary, lack of grammar knowledge, and poor pronunciation. According to Al Hosni (2014), students find it hard to form sentences since they struggle to find the appropriate word when trying to express their ideas in English. In this regard, Heriansyah (2012) pointed out that having a lack of vocabulary is one of problems that most EFL students faced in speaking. In addition, Lack of vocabulary, and afraid of making mistakes in grammar and pronunciation are speaking problems encountered by EFL students (Daburan, 2020).

1.5.2 Inhibition

The majority of EFL students have difficulty in proceeding with English speaking since they are inhibited from expressing things in the classroom; their inhibition is an effect of many factors. Furthermore, in foreign language classes, learners are often inhibited about speaking since they are worried about making mistakes or fearful of criticism, or feeling of

shyness (Ur, 2000, as cited in Imane, 2015). In this regard, Humaera (2015) stated some factors that cause inhibition, namely, lack of motivation, selfconfidence, shyness, self-esteem, and language ego.

1.5.3 Nothing to Say

Most EFL students avoid interaction, discussion, and participation in the classroom. When they are asked or obliged to do, they prefer to remain silent, or reply with common expressions, as they have no idea about the chosen topic. Hence, students do this since they have no motive to speak or due to the chosen topic. As per Hamouda (2013), when the topic interests students, they will start to talk. In this view, students may be asked to talk about an uncongenial topic or that they do not know. Thus, they have nothing to express in the native language or a foreign one, according to Rivers (1968) as cited in Saaied (2016).

1.5.4 Low or Uneven Participation

In EFL classes, participation is one of the important activities that help in learning the target language and in developing the language skills. According to Hernández, López & Barrios (2021), participation is a tool by which students can express their interest in the subject and practice their listening and writing, and speaking skills, as well as their learning abilities. Moreover, participation in EFL classrooms is not equivalent. Students are different in the rate of participating inside the classroom; some of them tend to be dominant, while others participate very little or remain silent without participating all over the session. In this regard, Sarah (2016) suggests that the teacher can achieve a high level of participation in case of streaming weak participants into groups and letting them work together, thus they will not hide behind the strong ones.

1.5.5 Mother Tongue Use

The majority of EFL students tend to use their mother tongue when they speak English inside the classroom since they feel more at ease and to make less effort in the target language. Therefore, the previous mentioned difficulties, especially lack of vocabulary and fear of making mistakes lead them to use their mother tongue, according to (Heriansyah, 2012; Al Hosni, 2014). In addition, the use of the mother tongue by teachers themselves inside the classroom is another cause for EFL students to use it since students will be comfortable doing it too (Dridi, 2019).

As per Westrup (2003), transferring the cultural rules from the mother tongue to a foreign language consciously or unconsciously can occur barriers to learning; the frequent use of students their mother tongue will not help them learn and speak the English language. Thus, in addition to these factors that make speaking English difficult, there are other different factors that are caused by the teacher and environment, and the students themselves, which students need to overcome to be able to improve their English speaking skills.

1.6 Teaching Speaking in the Different Language Teaching Methods

In learning English as a foreign language, speaking is considered an essential skill that must be mastered. However, it is a demanding skill that is hard to teach. In EFL classes, teachers differ in the ways and methods they use in teaching a foreign language since there does not exist any perfect teaching way.

1.6.1 The Grammar Translation Method (GTM)

The Grammar Translation Method in learning a foreign language was based on the language' grammar rules, the extensive use of translation, and preference of literary text. According to Richards and Rodgers (1986), GTT is a way of learning a language through

analyzing its grammar rules and translating texts and passages into and out of the target language. The focus of teaching a language using this method was the ability to read and write in the target language rather than the ability to use that language and communicate. The Grammar Translation method overemphasises on writing, this method tends to improve the writing skill and neglects the oral skill (Omari, 2015). As stated by Richards and Rodgers (1986), the written language was the focus of Grammar translation teaching rather than the spoken language. Thus, the lack of interest and attention to the speaking and listening skills and the non-authenticity of the target language by using the mother tongue contributed to the advent of other language teaching methods.

1.6.2 The direct Method (DM)

The direct method was against the Traditional Method. The direct method compensated what the Grammar Translation Method neglected. The former refuses the use of mother tongue, focus on the exposure of students to the target language, emphasises the oral languages. Omari (2015) stated that the use of mother tongue was banned in learning foreign languages via the Directed Method. Therefore, this method actually, stresses on teaching vocabulary by showing them objects and naming them in the target language and explaining without any translation to the mother tongue. According to Richards and Rodgers (1986), the spontaneous and direct use of the target language inside the classroom should be encouraged by teachers. In addition, the primary focus of the Directed Method was on the oral language and communicative needs. Thus, the oral production comes with the Directed Method (Omari, 2015).

1.6.3 The Audio-lingual Method (ALM)

The Audio-Lingual Method is a modification of the Direct Method. The goal of this method is to communicate orally through the use of dialogues in the target language.

According to the Audio-lingual Method, learning and acquiring a language is made by the intensive oral repetitions. Accordingly, through practicing the oral form of the language it will be learned. The Audio-lingual Method ignored the written language and give the importance to the oral language (Omari, 2015). She listed some of the principles of the Audio-lingual Method, namely, no grammar rules, learners' mistakes should be minimized by giving correct responses.

1.6.4 The Communicative Approach (CA)

Methods appeared before the Communicative Approach failed in teaching communication in the target language efficiently although the extensive knowledge of the language system, grammar and vocabulary, even pronunciation. In this regard, Hymes (1971) claimed that communication required the communicative competence. The primary goal of language teaching and learning of the Communicative Approach is to enhance the ability to communicate in the target language. According to Canal (1983), communication in language requires the conjunction of the the grammatical competence, the discourse competence, the sociolinguistic competence and the strategic competence.

In the Communicative Approach, the oral language is dominant in addition to certain reevaluation of the writing skill. In this communicative approach, the purpose of the teacher is to prepare learners for the act of communication. For this purpose, Omari (2015) stated that teacher must have a good knowledge of the target language, and be give learners opportunities to use the target language for communicative purposes. Lišková (2017) stated the Communicative Approach privileged the students' group work or pair work and role plays. Thus, the status of the oral language and the way of oral teaching differ in the different language teaching methods.

Conclusion

Speaking is a difficult skill that requires development. It is the most important skill in the teaching and learning process in general and in EFL in particular because the main objective of language learning is communication. It is the means by which language is learned especially when it is taught in appropriate ways. More precisely, teachers should search for appropriate teaching methods and methods that help and facilitate the development of this skill in learners.

Chapter Two

Teaching Bilingually

Chapter Two: Teaching Bilingually

Introduction

2.1 Bilingualism

2.2 The Advantages of Bilingualism

2.3 Bilingual Education

2.4 Bilingual Education Programs

2.4.1 Transitional Bilingual Education Program (TBE)

2.4.2 Dual Language Immersion Program (DLI)

2.4.3 Maintenance Education Program (MEP)

2.5 The Use of L1 in EFL Classrooms

Conclusion

Introduction

Language has an essential role in the teaching and learning process. It is the mean through which teachers and students interact inside the classroom. Successful teaching and learning of a language depend on the use of language by teachers. Therefore, this latter differs in the way they teach and use the language. In teaching English as a foreign language, some teachers implement the bilingual education in managing the class and in providing instructions; they tend to use two languages in the teaching process. Chapter two introduces the theoretical background related to the independent variable, which is teaching bilingually. This chapter entails the different conceptual definitions of bilingualism, and its function. In addition, it presents the definitions of bilingual education, discusses its programs, identifies the effectiveness of bilingual education, and discusses the use of mother language in EFL classes.

2.1 Bilingualism

The main objective of using a language is to communicate in this language. Individuals differ in the number of languages they use. Therefore, the majority of the world communicates in two languages; the majority of the population in the world are bilinguals and two thirds of children in the world raised in bilingual environment (Crystal, 1997). The term “Bilingualism” associated with different definitions and explanations. Among these definitions, the term bilingualism refers to action of communicating in two different languages. Accordingly, Carder (2007) stated that the person being bilingual when he/ she speaks and understand a word in another language. In this perspective, Riley (2006) argued that bilingual person is someone who speaks two languages perfectly.

However, for other linguists, the strictest definition of the term “bilingual” is a person with perfect knowledge of both languages (Nemat and Ilani, 2016). Moreover, being bilingual includes speaking, reading, writing, and understanding in two languages with the same ability (Hagège, 1996, as cited in Nemat and Ilani, 2016). In addition, they stated that bilingualism is not concerned with knowing how to speak two languages only, but the ability to work with two separate social and cultural systems.

Moreover, bilingualism divided into two different types; additive and subtractive. According to Maluch (2018), developing a second language without losing the first is called additive bilingualism. He added that replacing a language by another is subtractive bilingualism. Aditya (2021) stated that there are two types of bilingualism; namely, additive bilingualism, in which individuals learn a second language in a the majority group, they become bilinguals while when individuals learn a second language in a minority group, they replace their first language was to retard their cognitive ability (Lestari, 2018);

2.2 The Advantages of Bilingualism

Extensive research has been conducted on the benefits of speaking more than one language have consistently revealed that bilingualism has always been an advantage. Initially, it has long been theorized that bilingualism is important for the cognitive abilities development. A series of investigations have examined the cognitive benefits of knowing and using two language systems. According to Bialystok (2004), Vygotski stated that children's ability to use two languages resulted in greater linguistic awareness and linguistic flexibility. After thirty years, Peal and Lambert' study (1962) revealed that in verbal and nonverbal cognitive ability' tests bilinguals exceeded monolinguals. Therefore, researchers figured that bilingual children had a more diversified structure of cognition and mental

flexibility. Precisely, Balkan (1970) argued that bilinguals have the ability to reconstruct perceptual situations with greater ease.

More recently, Garbin et al. (2010) investigated the effect of bilingualism on the cognitive control and the creative potential of bilingual individuals; he affirmed that bilinguals use areas of the brain associated with language regulation even when performing non-linguistic tasks. In addition, Costa et al. (2008) revealed that bilinguals are in fact quicker and more alert than monolinguals, which indicated that they conflict resolution is an easier task for bilinguals than for monolinguals.

Furthermore, other studies shown that bilingualism is actualt benefit for the brain. According to Fergus, Bialystok, and Freedman (2010) bilingualism contributes in a healthy brain. They claimed that the association between bilingualism and the onset of Alzheimer disease is a strong evidence of cognitive superiority for bilinguals; they confirmed that bilingual patients who had Alzheimer disease diagnosis delayed at least 5 years, in contrast to the monolingual (cited in Maluch, 2018).

Subsequently, another advantage of the study of bilingualism is its effect on metalinguistic awareness; bilinguals have advantages on metalinguistic tasks. Therefore, Lancoworall (1972) stated that biligual children' semantic development happened faster than that of monolingual childrens. García (2011) has pointed that, first, Ben- zeev's (1977) noted that in sentnece construction level, bilinguals are superior to monolinguals. Second, she pointed that, Byalistok (1987) at the syntactic awarness level, bilingual children are able to accurately consider the grammaticallity of a sentence and correct the grammatical mistakes much better than the monolingual children. Similarly, Aronsson (1981) discovered that the bilinguals were superior in eliminating syntactic errors, as claimed by Galambos and GoldinMeadow (1990), young bilinguals detected more grammatical errors than

monolingual children. Thus, the studies have consistently revealed that bilingualism includes a variety of advantages that are not supplied by monolingualism.

2.3 Bilingual Education

Language has an essential role in teaching and learning process. Teachers and learners cannot interact in classroom without the use of language. Therefore, bilingual education is education that uses two languages. As per Cazden and Snow (1990), bilingual education is a complex phenomenon. Most of linguists refer to any education in two languages as bilingual education. According to LESTARI (2018), bilingual education is situation where two languages are used in a school for general teaching. This was in line as Taheri and Mashhadi Heidar (2014) stated that bilingual education possesses any schooling program that adopts two languages to provide instruction.

In the same perspective, Baker (2001) argued that bilingual education is an education that encompasses more than one language. Furthermore, according to García (2011), bilingual education programs use the additional language as a medium to teach content. In addition, she added that bilingual education is different from the traditional second and foreign language programs since the latter use only the target language in instruction, while the former uses additional language instruction.

2.4 Bilingual Education Programs

Bilingual education is generally provided through the implementation of different bilingual programs, namely, Transitional Bilingual Education (TBE) and Dual Language Immersion (DLI). Mainstream Education (MEP).

2.4.1 Transitional Bilingual Education (TBE)

An educational bilingual program focuses on teaching students the academic subject in their primary language. According to the United States Department of Education (USDE), the transitional bilingual education (TBE) is a bilingual program that maintains and develops skills in the primary language while doing the same with skills in English. In this regard, teachers use this program (TBE) to facilitate the transition to English through the primary language (Kennedy, 2019). Therefore, the main purpose of this program is to help students to transition to all-English instruction; students will receive instruction in their native language until they acquire and develop enough English as stated by Lestari (2018), students are transferring to a monolingual out of the bilingual one. According to him, Transitional Bilingual Education (TBE) is divided into, early exit TBE and late exit TBE; in the former two years maximum use of mother tongue for help while the latter authorizes the use of mother tongue with 40 percent until the sixth grade.

2.4.2. Dual language Immersion Program (DLI)

Dual language or Two-Way Immersion (TWI) is a bilingual program where students receive instruction in English and other language. In other words, this program uses with English native students and students who speak other language; English native speakers learn the other language and speakers of the other language learn the English language. Therefore, according to Gorman (2015), Dual Language Immersion Program do not bias toward one language over another; it helps English learners acquiring high levels of proficiency in both languages (USDE, 2016 as cited in Kennedy, 2019).

2.4.3 Maintenance Education Program (MEP)

Maintenance Education Program aimed to learn a second language with maintaining the native language. In this program, typically, learners start receiving a second language' instruction through both languages. According to Lestari (2018), this program uses both a minority and a majority language and it aimed to promote the maintenance and development of both minority and majority languages, and increase the knowledge of history and culture of both.

2.5 The Use of L1 in EFL classrooms

Based on the fact that there does not exist any perfect specific teaching and learning way and method. EFL teachers differ in the ways of teaching English (Agudo, 2012). Therefore, researchers have been in debate about the languages that teachers used in EFL classrooms; whether L1 should be used in EFL classrooms or not, therefore, different perspectives have been revealed on this matter. Initially, some researchers discourage the use of L1 in EFL classrooms, they believe that L1 should not be allowed. In the other hand, they support the exposure to English; in order to learn English as much exposure as possible to the L2 is needed. Accordingly, the teachers' use of L1 limited the students' exposure to English during (Miles, 2004, as stated in Pogulis, 2020). Similarly, according to Phillipson (1992), the reason of using English only in classrooms is due to the fact that the more English is taught, the better the result. According to Bateman (2008), the use of the L2 in the classroom helps students with vocabulary, improves their pronunciation, and helps to increase teachers' credibility. Equally, Pinter (2006) argued that the oral input of the L2 help learners with vocabulary, sentence structure and also pronunciation.

However, although the use of L1 in EFL classrooms is generally assumed to be inadvisable, some researchers believe that L1 may be used when there is need under certain

limitations. In other words, they do not forbid the L1 use, they support English-only instruction with minimising the L1 use (Agudo, 2012). Moreover, it's not necessary to ban the use of L1 while exposing students to English. As stated by Willis (1996), no need to ban the use of mother tongue but encourage efforts to use the target language is matters. In addition, according to Agudo (2012), the L1 should be used at the beginner level in which learners start the process of learning a foreign language than move to the exposure of the target language. Thus, L1 should be used when it is necessary. In this regard Butzkamm (2003) stated "the mother tongue is generally regarded as being an evasive maneuver which is to be used only in emergencies" (p. 29).

Conclusion

Language has an essential role in the teaching and learning process. Successful teaching and learning of a language depend on the use of language by teachers. Teachers differ in the languages they use for the purpose of interaction with their students inside the classroom. However, EFL teachers were contrasting about the use of two languages in the teaching process.

Chapter Three

Research Findings and

Analysis

Chapter Three: Research Findings and Analysis

Introduction

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3.2 Population and Sampling

3.3 Data Collection Tools and Procedures

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3.3.1.1 Aim of the Students' Questionnaire

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3.3.2.3 Validating the Teachers' Interview

3.3.2.4 Conduction of the Teachers' Interview

3.3.2.5 Interpretive Analysis of the Teachers' Interview

3.4 Discussion and Synthesis of results

Conclusion

Introduction

The purpose of the present study is to investigate and describe the effect of teaching bilingually on improving EFL students' oral performance. More specifically, this research work seeks to determine thoughts and opinions of fourth year middle school EFL pupils and middle school EFL teachers on the effect of teaching bilingually and whether it improves the pupils' oral performance or not. The current chapter presents the practical part of this research. Therefore, chapter three describes and justifies the research methodology, population and sampling, and data gathering tools and procedures. This chapter outlines, details the aims, description, and administration of the data collection instruments. Subsequently, it presents, analyzes, interprets, and discusses the results obtained from the collected data. This chapter concludes with research limitations, recommendations, and suggestions for further research.

3.1 Research Method

This descriptive research intended to explore whether or not fourth-year middle school EFL pupils and middle school EFL teachers think that teaching bilingually would improve the pupils' oral performance. Therefore, a mixed methods approach was used due to the nature of the study; combining both the quantitative and qualitative methods help the researcher to gain a better understanding about the notions of teaching bilingually and oral performance, explain findings concerning the effectiveness of teaching bilingually on improving EFL pupils' oral performance. Furthermore, this research employed the mixed methods approach to reasonably answer the research questions, and reach rational and practical conclusions. Accordingly, a case study design was adopted in this research, which included Fourth Year Bouhoufani Mohamed Middle School EFL Pupils and Teachers in El Kantara, Biskra.

3.2 Population and Sampling

The population of this research was the fourth-year pupils of Bouhoufani Mohamed Middle School-Elkantara, which total number was (90) divided into four classrooms. The population was selected since the pupils as beginner EFL students receive a bilingual education (Arabic and English). In addition, after studying English in middle school for four years, fourth year pupils are supposed to be at a good level of intelligence and skill, which would enable them to understand the concept of a questionnaire and provide answers to the questions. Furthermore, among the population, a sample of (22) was selected to answer the questionnaire according to the non-representative cluster sampling method since this research does not intend to generalise its findings. In addition, two EFL teachers were selected to be interviewed. They were purposively selected to be interviewed due to the fact that one of them has taught the sample in the previous years and the other teacher was teaching them this year.

3.3 Data Collection Tools and Procedures

In order to answer the research questions and confirm or disconfirm the hypothesis, the present research work employed two data collection tools, namely, a structured questionnaire administered to (22) fourth year EFL pupils at Bouhoufani Mohamed middle school and a semi-structured interview for two teachers from the same middle school.

3.3.1 Students' Questionnaire

3.3.1.1 Aim of the Students' Questionnaire

The pupils' questionnaire aimed to collect data about fourth-year middle school EFL pupils' views and beliefs towards the effect of teaching bilingually on improving their oral performance. Therefore, a structured questionnaire was opted for since it is easy to construct

and facilitates gathering a large amount of data in a short time (Dornyei, 2003). The pupils' questionnaire was selected for the purpose of answering the first research question (What are fourth year middle school EFL pupils' opinions about the effect of teaching bilingually on their oral performance?) In addition, to confirm or disconfirm the research hypothesis.

3.3.1.2 Description of the Students' Questionnaire

The pupils' questionnaire was the first tool of this study. It was a structured questionnaire administered for (22) fourth year middle school EFL pupils at Bouhoufani Mohamed middle school. The questionnaire was constituted of two sections with (11) overall Closed-ended questions required the participants to "tick" a choice among the provided options. This type of questions was adopted in this research since the participants are not advanced in English language. The first section was "General Information", which included (03) questions (from item 01 to 03) that sought to collect general information about the participants. In addition, the second section, namely, "Bilingual teaching and Oral performance", contained (08) questions; the first (4) questions were multiple-choice questions.

Concerning the first question, it required participants to answer whether their EFL teachers use English only or both English and Arabic in the classroom. In addition, the second question explored how often their teachers use Arabic in the classroom while the third question required the participants to state when their teachers use Arabic; when explaining a difficult/ new word, presenting the lessons, or without a specific reason. Moreover, the fourth question explored which participants prefer, their teachers use of English only or both English and Arabic when teach them the English language. In the fifth question, participants were asked to choose which methods their teachers use to explain for them to avoid using Arabic among the (6) provided options. Furthermore, in this section, the

last (3) questions were “yes” or “no” questions. The first question aimed to explore participants’ opinions about the significance of oral performance in studying English; whether they believed that improving oral performance is important or not. Whereas, the second question was about whether participants believed that oral performance in English is difficult or not. To conclude, the last question explored whether participants thought studying English using both English and Arabic helps them improve their oral performance or not.

3.3.1.3 Validating and Piloting the Students’ Questionnaire

Before the administration of the questionnaire, the step of validation and piloting was necessary. The questionnaire under study was first, checked and validated by the supervisor who mentioned some remarks and modifications, including making a copy of this questionnaire translated into Arabic because the participants are still beginners; this would help them understand the concept of a questionnaire and provide answers to the questions. Then, the questionnaire was submitted to (4) students among the selected sample for the aim of piloting it. These remarks and modifications obtained from validation and piloting helped the researcher in making this questionnaire more clearer and comprehensive enough to collect data.

3.3.1.4 Administration of the Students’ Questionnaire

The final draft of the questionnaire was designed after the validating and piloting step. It was conducted in a paper-and-pencil self-administered technique. This method of administration deals with the participants who are not able to deal with the online form of a questionnaire. Therefore, the questionnaire was reproduced into (22) copies. Then, it was distributed manually by the researcher to the (22) participants inside the classroom. The data was gathered and completed in one hour.

3.3.1.5 Analysis of the Students' Questionnaire

In order to answer the first research question (What are fourth year middle school EFL pupils' opinions about the effect of teaching bilingually on their oral performance?) The data collected from the pupils' questionnaire were analysed via descriptive statistics through the services available in the Statistical Package for the Social Sciences (SPSS). SPSS is a software program that helps editing, describing, and analysing data.

Section One: General Information.

Item 01: How long have you been studying English?

By asking this question, we sought to have an idea about how long have students been studying English at middle school. The answers to this question are displayed in the form of frequencies in the table below:

Table 3.1

Period of Studying English Language

		<u>Frequency</u>	<u>Valid Percent</u>	<u>Valid Percent</u>	<u>Cumulative Percent</u>
Valid	4 years	20	90.9	90.9	90.9
	More than 4 years	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

Table 3.1 demonstrates that almost all participants have been studying English for 4 years (99, 9%) while the the others (9, 1%) have been studying English for more than 4 years.

Item 02: Did you have an interaction with the English language before studying it in middle school?

This question was asked for the aim of exploring whether the participants have an interaction with the English language before studying it in the middle school or not. The data gathered from this question was displayed as follows:

Table 3.2

Students' Interaction with English before the Middle School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	11	50.0	50.0	50.0
	Yes	11	50.0	50.0	100.0
	Total	22	100.0	100.0	

According to table 3.2, (54,5%) of the participants answered by (no); they have not been interacted with the English language before they studied it in middle school while (45, 5 %) answered by (no).

Item 03: Do you like studying English as a foreign language?

Through asking this question, we sought to know whether the participants like studying English as foreign language or no. Table 3.3 displays the gathered data from this question which was calculated via SPSS program.

Table 3.3

Participants' Beliefs on whether they Like Studying English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	22.7	22.7	22.7
	Yes	17	77.3	77.3	100.0
Total		22	100.0	100.0	

Table 3.3 indicates that most of the participants (77, 3%) like studying English as a foreign language, while (22, 7%) answered by (no); they do not like studying English as a foreign language.

Section Two: Bilingual Teaching and Oral Performance

Item 01: What are the languages your teacher uses in the classroom?

The aim of the third item was to explore which languages teachers use in the classroom, either English only or English and Arabic languages.

Table 3.4

The Languages Teachers Use in the Classroom

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English language only	2	9.1	9.1	9.1
	English language + Arabic language	20	90.9	90.9	100.0
	Total	22	100.0	100.0	

Table 3.4 demonstrates the languages teachers use in the classroom. As it is shown, the highest percentage of the participants (90, 9%) indicate that their English teachers use both English and Arabic languages, while (9, 1%) of them their teachers use the English language only.

Item 02: How often does your teacher use Arabic in the classroom?

This question was asked with the intention to explore the extent to which their English teacher use the Arabic language in the classroom. The responses to this question are displayed in the form of frequencies in the table below:

Table 3.5*Teachers Use of The Arabic Language*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Often	1	4.5	4.5	4.5
	Rarely	7	31.8	31.8	36.4
	Sometimes	14	63.6	63.6	100.0
	Total	22	100.0	100.0	

Table 3.5 demonstrates that the majority of participants (8 of them) that represent (36, 6%) noted that their English teachers use the Arabic language in the classroom sometimes. Therefore, seven (7) participants that represent (31, 8%) claimed that using the Arabic language in the classroom by their English teachers is occur rarely; however, only one respondent pointed that his/ her teacher uses the Arabic language in the classroom often.

Item 03: When does your teachers use Arabic in the classroom?

By asking this question, we sought to have an idea about the cases in which the teachers use the Arabic language. In order to so, participants were given (3) options: when explaining a difficult/ new word, when presenting lessons, or without a specific reason. The responses to this question are displayed in the form of frequencies in the table below:

Table 3.6*Cases of English teachers' Use of Arabic Language*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	When explaining a difficult/ new word	21	95.5	95.5	95.5
	when presenting lessons	1	4.5	4.5	100.0
	Total	22	100.0	100.0	

According to table 3.6, (95, 5 %) is the percentage of participants who indicate that their English teachers use the Arabic language when explaining a difficult or new word. However, according to (4, 5 %) of the participants, their teachers use Arabic when presenting lessons.

Item 04: Which do you prefer?

Through asking this question, we aimed to know which of the provided options do the participants prefer; when their teachers teach them English using only English language or when using both English and Arabic.

Table 3.7*Students' Preference*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	When your teacher teaches you English using both English and Arabic	20	90.9	90.9	90.9

When your teacher teaches you English using only English	2	9.1	9.1	100.0
Total	22	100.0	100.0	

Table 3.7 demonstrates that almost all participants (90, 9%) prefer their teachers teach them English using both English and Arabic while the other (9, 1%) prefer their teachers to use English only.

Item 05: Does your teacher use another method to explain rather than using Arabic?

This multiple choice question was asked to know which methods that teachers use to avoid using the Arabic language to explain for their pupils. The gathered responses were displayed in the table below:

Table 3.8

Teachers' Methods for Explaining

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Giving synonyms or definitions	5	22.7	22.7	22.7
	Others	3	13.6	13.6	36.4
	Pictures	6	27.3	27.3	63.6
	Pictures, Giving synonyms or definitions	8	36.4	36.4	100.0
	Total	22	100.0	100.0	

As the Table 3.8 displayed, (36, 4) of participants stated that their teachers use two methods, pictures and giving them synonyms and definitions while (27, 3) of them stated

that their teachers use pictures. The other (22, 7) of participants declared that their teachers use the method of giving them synonyms and definitions whereas (13, 6) of participants stated that their teachers use other methods.

Item 06: Do you think that improving oral performance is significant in studying English?

This question intended to figure out whether the participants believed improving oral performance is significant in studying English or not.

Table 3.9

Participants' Beliefs on whether Improving Oral Performance is Significant in Studying English or not

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	9.1	9.1	9.1
	Yes	20	90.9	90.9	100.0
	Total	22	100.0	100.0	

As table 3.9 displayed, almost all the participants (90, 1%) answered (yes); improving oral performance is significant in studying English while (9, 1%) answered (no). **Item 07:**

Do you find oral performance difficult?

Item 07: Do you find oral performance difficult?

This question was asked with the aim of exploring the participants' beliefs on whether oral performance is difficult or not. The table 3.10 displays the gathered answers of this question.

Table 3.10*Participants' Beliefs on whether Oral Performance is difficult or not*

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	6	27.3	27.3	27.3
	Yes	16	72.7	72.7	100.0
Total		22	100.0	100.0	

As indicated in table 3.10, the majority of the participants (72, 7%) stated that English oral performance is difficult while the other (27, 3%) stated the opposite; English oral performance is not difficult.

Item 08: Do you think that studying English using both English and Arabic helps you develop your oral performance?

This question was asked with the intention of recognizing whether participants thought studying English using both English and Arabic helps them develop their oral performance or not. In other words, this question was asked in order to answer the first research question (What are fourth year middle school EFL pupils' opinions about the effect of teaching bilingually on their oral performance?).

Table 3.11

Participants' Perceptions on the Effect of using English and Arabic on developing English Oral Performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	9.1	9.1	9.1
	Yes	20	90.9	90.9	100.0
	Total	22	100.0	100.0	

As displayed in table 3.11, nearly all the participants (90, 9%) agreed that studying English using both English and Arabic helps them develop their oral performance in English whereas (9, 1%) of them reported the opposite. In addition, according to the results demonstrated in table 3.11 fourth year middle school EFL pupils think that studying English using both English and Arabic helps them improve their oral performance. Therefore, the hypothesis, fourth year middle school EFL pupils think that teaching bilingually helps them improve their oral performance, is confirmed.

3.3.1.6 Interpretation of the Students' Questionnaire

The analysis of pupils' questionnaire findings provided different valuable responses that supported our research hypothesis, which indicates that fourth year middle school EFL pupils think that teaching bilingually helps them improve their oral performance; consecutively, the findings of the students' questionnaire answered the first research question that was intended to be investigated. Initially, almost all pupils have been studying English as a foreign language for four years. More than half the participants claimed that they have not interacted with the English language before studying it in middle school. Concerning participants' responses on whether they like studying English as a foreign language or not, most of the students claimed that they like studying English.

Furthermore, most participants reported that their English teachers use both English and Arabic. The reason why teachers choose to use both Arabic and English could be due to

the fact that their pupils are still beginners; they are not familiar with the English language, it is completely new to them. In addition, when participants were asked about their teachers' use of the Arabic language in the classroom, more than half of the participants indicated that their teachers use Arabic sometimes, a number of (7) participants reported that their teachers use Arabic rarely, and only one participant noted that their teacher use Arabic often.

Regarding the cases of English teachers' use of Arabic language, nearly all participants reported that their teachers use Arabic when explaining a difficult or new word. We could deduce from this that teacher face difficulty with fourth year pupils in explaining vocabulary in English for them. Subsequently, most of participants had more positive views on the use of Arabic, they stated that they prefer their teachers to teach them English using both English and Arabic. This could be justified due to the fact that they find the Arabic language helpful for them to learn the English language.

In addition, when participants were asked about the methods their teachers use to explain for them; (8) participants among a sample of 22 pupils stated that their teachers use two methods, pictures and giving them synonyms and definitions. On the other hand, (6) stated that their teachers use pictures, (5) stated that their teachers give them synonyms and definition only whereas only (3) of participants stated that their teachers use other methods to explain for them. The responses to this question could be justified to the fact that participants did not study the English language by the same EFL teacher.

Moreover, almost all participants agreed upon the significance of improving English oral performance in studying English as a foreign language. Therefore, concerning participants' responses whether they find English oral performance difficult or not, the majority of participants indicated that they find English oral performance difficult. This could be due to their exposure to the Arabic language more than the English language.

Most importantly, almost all participants agreed that studying English using both English and Arabic helps them develop their English oral performance, this could be justified due the fact that the English language is completely new to them, they need the Arabic language to use it as a facilitator tool.

3.3.2 Teachers' Interview

3.3.2.1 Aim of the Teachers' Interview

The semi-structured interview was the second data collection instrument for this research, it used with the aim of supplementing the students' questionnaire findings with EFL teacher's attitudes and perceptions, and feedback on their students' English oral performance and to recognize whether they believe that teaching bilingually may improve their pupils' oral performance or not.

3.3.2.2 Description of the Teachers' Interview

The semi-structured interview was designed and administrated for the aim of answering the second research question (To what extent do middle school teachers believe that teaching bilingually may improve their pupils' oral performance?) This interview was a face-to-face and recorded interview. It was comprised of eight (8) open-ended questions. The first question sought to know how long teachers have been teaching English as a foreign language in middle school. The second question was regarding teachers' thoughts about how they find teaching EFL for bigginers, while question (3) was about the languages that teachers use in the classroom.

Furthermore, question number (4) was concerning which helps the pupils best in their current level; bilingual teaching (English and Arabic) or the exposure to English language

only, according to the teachers' perspectives. Question (5) asked teachers which helps the pupils improve their oral performance, using English only or both English and Arabic. In addition, question (6) was regarding the teachers' thoughts about the use of L1 (Arabic) in teaching English in the classroom whether it affects the pupils' oral performance or not, and they were asked to justify their answers in these two questions (5) and (6).

Subsequently, Question (7) sought to know which strategies or techniques teachers use to avoid using mother tongue (Arabic). To conclude, the question (8) was asked to know whether teachers face difficulties when they teach English using only English or both English and Arabic (related to their answer to the second question), and if they answered with "yes", they were asked to state these difficulties.

3.3.2.3 Validating the Teachers' Interview

After designing the teachers' semi-structured interview, first it was checked and validated by the supervisor of this research. After that, it was submitted to one teacher among the selected teachers for the purpose of piloting this interview. The piloting step was for the purpose of checking the validity of each question and identifying the problems before conducting the final phase of the interview.

3.3.2.4 Conduction of the Teachers' Interview

The face-to-face interviews were conducted with two selected EFL teachers from Bouhoufani Mouhamed middle school El Kantara; after they accepted the request to be interviewed. In addition, these interviews were held in this middle school at times of the teachers' choice. Each interview took between 8 to 10 minutes, and both were recorded with the teachers' permission.

3.3.2.5 Interpretive Analysis of the Teachers' Interview

In order to answer the second research question (To what extent do middle school teachers believe that teaching bilingually may improve their pupils' oral performance?) The data collected from the teachers' interviews were analysed via the content analysis method. Content analysis is a method for analyzing qualitative data, through transcribing, organizing, and coding the the interview recordings.

Question 1: How long have you been teaching English as a foreign language in middle school?

Asking the question that indicated the period of teaching English at first was essential since teachers' experience plays a positive role in answering the interview questions. Therefore, the obtained responses to this question revealed that the interviewees' periods of teaching English as a foreign language (EFL) were different; the first interviewee has been teaching English at middle school for fourteen years, whereas the second interviewee has been teaching English for ten years. Thus, the variety of the selected teachers' periods in teaching EFL at middle school ensures the collection of answers with different opinions and attitudes to the rest interview questions depending on two different experiences.

Question 2: How do you find teaching English as a foreign language for beginners?

Concerning the second question, which discussed how do middle school EFL teachers find teaching English for beginners, the interviewees' answers were contrasting. The first interviewee stated that based on her teaching English experience, teaching English as a foreign language for beginners is easy whereas the second one claimed that teaching English for beginners is difficult.

Moreover, the reason why the first interviewee reported that she finds teaching English for beginners is easy since their natural ability, excitement, and motivation to acquire

new languages are strong and since they learn quickly at this level. On the other hand, the second interviewee finds teaching English for beginners difficult since teaching beginners is different from teaching other levels; middle school pupils are not familiar with the English language, due to the fact that it is not frequently used outside the classroom.

Question 3: What are the languages do you use in classroom?

This question was asked in order to recognize the languages EFL teachers use in the classroom. From the teachers' responses, the two interviewees had different answers to this question. The first interviewee reported that she uses English only in the classroom. However, the other interviewee stated that in addition to the English language she uses the pupils' first language, in other words, she uses both English and Arabic languages in the classroom.

Question 4: Which do you think helps the pupils best in their current level; bilingual teaching (English and Arabic) or the exposure to English only? Why?

According to the interviewees' responses, the interviewees had equal opinions and perceptions on this question. The first interviewee and the second one stated that using both English and Arabic helps their pupils best in their current level. Furthermore, the first interviewee claimed that for beginner EFL pupils, it is essential to teach through the use of their mother tongue (Arabic), since the English language is completely new to them. She stated that teaching a foreign language should be through the use of the pupils' mother tongue and it will gradually be reduced as students get more and more familiar with the foreign language. In addition, the other teacher stated that based on her personal teaching experience and observation, the use of English only does not help the pupils at their current

level while the use of their mother tongue (Arabic) increases the pupils' comprehension and helps them to acquire the English language, and help them to work at a more advanced level.

Question 5: Which do you think helps improve the pupils' oral performance in English, using English only or English and Arabic? Why?

Concerning this question the interviewees had affirmative answers. Both of the interviewees stated based on their teaching experience that using only the English language helps students improve their English oral performance. Furthermore, the reason why the first interviewee stated that that since middle school pupils are still beginners and due to the fact that the speaking skill is interrelated with the listening ability, they need to listen to their teachers about how the words should be pronounced in English to pronounce them correctly. In addition, she noted that the majority of middle school students know how to write words while they do not know how to pronounce them such as the word "write", they pronounce the letter "w" while it should not be pronounced, this due to the use of the Arabic language more than the target language (English).

On the other hand, the second interviewee stated that if the objective of teaching English as a foreign language is to help the pupils improve their oral performance in English, EFL teachers should use the English language only, and no Arabic was to be used. Therefore, they stated that by the use of English only, teachers' oral performance become good model for their students to learn from which help them improve their oral performance.

Question 6: Do you think that using L1 (Arabic) in teaching English in classroom effects your pupils' oral performance?

This question was asked in order to answer the second research question (To what extent do middle school teachers believe that teaching bilingually may improve their pupils' oral

performance?) Thus, we intended to recognize the interviewees' beliefs and attitudes on the effect of using L1 in teaching English on their pupils' English oral performance. The interviewees have provided us with negative opinions toward this question.

Furthermore, the first one, first, reported that if the language spoken most in EFL classroom is their first language (Arabic), how would pupils learn to speak the target language, which is English language. Thus, this affects their pupils' English oral performance more negatively since mastering and improving oral performance requires practice. According to her, students need listen to their teacher speaking the target language, and they should repeat after, and use the target language as much as they can in order to improve their oral performance.

Second, according to the other interviewee, the Arabic language use in English classrooms affects the pupils' English oral performance negatively since this will leads students to be accustomed to hearing Arabic more than the target language (English) and avoid focusing on improving their English oral performance. Hence, both interviewees believe that the use of Arabic in teaching English have a negative effect on their pupils oral performance.

Question 7: Which strategies or techniques do you employ in the classroom to avoid using your pupils' mother tongue (Arabic)?

The main goal behind asking this question is to figure out the main strategies EFL teachers use in the classroom to avoid using their pupils' mother tongue (Arabic). The interviewees' responses to this question show that teachers use different strategies. According to the first teacher, the most frequent ones she uses are miming, drawing, and dictionaries. However, the second teacher stated others, such as using videos, flashcards, and language games.

Question 8: Do you face difficulties when you teach English using English only or English and Arabic? If yes, what are these difficulties?

This question was asked to figure out whether the interviewees face difficulties when they teach English language using English or both English and Arabic or not. If they answered by “ yes”, they were asked to state these difficulties. Both the interviewees’ responses indicate that they face difficulties when teaching English as a foreign language. The first teacher stated that she face difficulties when she teach English using English only, she reported that most of the pupils do not understand the meaning of words in English what caused low of participation difficulty. This could be justified du to the fact that their pupils were accustomed in their previous levels to be taugh the English language in both English and Arabic by their previous EFL teacher.

Moreover, the other teacher stated that she faces two main difficulties when teaching English using both English and Arabic. According to her, difficulty of pronunciation is one of them, she stated that fourth-year pupils do not know how to pronounce words in English correctly. In addition, she declared that laziness among students is also another difficulty, she stated that her students depend on her to explain to them in Arabic. Thus, we deduced from this that the interviewee EFL teachers face different difficulties related to the languages they use in teaching English as a foreign language.

3.4 Discussion and Synthesis of Findings

After presenting the obtained results from both data collection tools; namely, students’ questionnaire and teachers’ interview, this part will be devoted to synthesizing and discussing the key findings of the study.

Initially, fourth-year EFL pupils at Bouhoufani Mohamed of EL-Kantara provided positive perceptions towards the use of Arabic in teaching English inside the classroom; the majority of pupils stated that their EFL teachers use both English and Arabic to teach them English language. However, teachers stated that middle school EFL teachers differ in the languages they use in teaching English as a foreign language. In addition, results obtained from the questionnaire revealed that the majority of fourth year pupils declared that improving their English oral performance is important in studying English.

Furthermore, results of pupils' questionnaire and teachers' interviews were contrasting. Fourth year EFL pupils supported the idea that using both English and Arabic in studying English as a foreign language helps them improve their oral performance in English while middle school EFL teachers disagreed about the idea that using both English and Arabic helps their pupils improve their oral performance in English. They stated that using both English and Arabic in teaching English helps their pupils' in their current level (beginner level) in the process of learning English in general; however, the overuse of mother tongue (Arabic) can therefore become a barrier between pupils and their English oral performance improvement.

According to fourth year EFL pupils, it is essential to teach them through the use of their mother tongue (Arabic) since the English language is completely new to them, and it will gradually be reduced as students get more and more familiar with the foreign language. However, EFL middle school teachers believe that the use of English only in studying English helps pupils improve their English oral performance; they view that since fourth year middle school EFL pupils are still beginners and the English language is new for them, they need to listen as much as possible to the target language (English). In addition, the

teachers stated that by the use of English only, teachers' oral performance becomes a good model for their pupils to learn from, which helps them improve their oral performance.

Moreover, teachers provided negative perceptions on the effect of using the mother tongue (Arabic) in teaching English on their pupils' oral performance. Therefore, teachers believe that the use of Arabic in teaching English affects their pupils' English oral performance negatively; according to them, improving a foreign language oral performance requires practice, pupils need listen to their teachers speaking the target language and repeat after them, then use the target language as much as they can in order to improve their oral performance.

To conclude, based on the mentioned results and interpretations, we deduced that the pupils' and teacher's thoughts on whether or not bilingual teaching helps pupils improve their oral performance in English are, to an extent, contradicted. Initially, fourth year middle school EFL pupils believe that the use of both English and Arabic helps them improve their English oral performance whereas middle school EFL teachers believe that the use of English and Arabic helps their pupils in their current level, but it may limit their improvement in oral performance.

Conclusion

This last chapter represents the practical part of the present study. Principally, the chapter includes the research method, population and sampling; in addition to the description and justification of the data gathering instruments. Second, this chapter covered details about the data collection instruments, namely, students' questionnaire and teachers' interviews. In addition, it covered the description and the analysis of the results and findings, and their interpretations. Finally, the summary and discussion of the key findings revealed that fourth

year middle school EFL pupils think that the use of both English and Arabic helps them improve their oral performance in English; therefore, the hypothesis, which states that fourth year middle school EFL pupils think that teaching bilingually helps them improve their oral performance, is confirmed. In addition, the findings revealed that middle school EFL teachers believe that using both English and Arabic in teaching English helps their pupils in their current level; however, the overuse of the mother tongue would affect the pupils' oral performance negatively.

General Conclusion

General Conclusion

The present study attempted to collect data on the two concepts, which are oral performance and teaching bilingually with the aim of exploring and describing the effect of teaching bilingually and whether it improves EFL pupils' oral performance or not. Effective oral performance lays the foundation for overall effective language learning since it is considered the main mean for successful communication. In addition, bilingual education has been the focus of several previous studies in education in general and in the scope of EFL teaching and learning in particular, it is considered as a mean that strengthens students' competency in a foreign language. In Algeria, EFL teachers in middle schools attempt to make use of two languages, namely, English (target language) and Arabic (mother tongue), in order to improve their pupils' comprehension and in turn, facilitate their communication. Therefore, understanding the ways bilingual teaching helps middle school pupils develop their oral performance is important in our bilingual context; thus, the findings of this research could help both middle school EFL teachers and pupils reach a better understanding of their teaching and learning process and obtain better results.

This research consists of two parts, which are the theoretical part and the practical part of the study. The theoretical part is divided into two chapters; namely, oral performance and teaching bilingually. The first chapter is devoted to discussing some of the key concepts related to the dependent variable; namely, oral performance. In addition, chapter one spotlights one of the most essential language skills, which is the speaking skill, including its definitions, its characteristics, and the importance of speaking generally and in EFL classrooms particularly. This chapter also discussed the integration between speaking and listening skills and the factors that cause EFL speaking difficulty, and discussed teaching speaking in the different language teaching methods

Moreover, the second chapter introduced theoretical concepts related to the independent variable, namely, teaching bilingually. Chapter two entailed the different conceptual definitions of bilingualism, bilingual education, and bilingual education programs. This chapter, also, covered the effectiveness of bilingual education and discussed the use of mother tongue (Arabic) in EFL classes.

Furthermore, chapter three is the practical part of the study; it is concerned with data description, analysis, interpretation, and discussion of the results obtained from the collected data. In order to answer the research questions and confirm or disconfirm the hypothesis, two data gathering tools were selected and employed; a structured questionnaire administered to (22) fourth year EFL pupils at Bouhoufani Mohamed middle school, in addition to a semi-structured interview conducted with two middle school EFL teachers from the same middle school. Moreover, we used the SPSS in order to analyse the data obtained from the questionnaire, and we made use of the content analysis method to analyse the data obtained from the interview.

The research findings revealed that fourth year EFL pupils supported the idea that using both English and Arabic in studying English as a foreign language helps them improve their oral performance in English. Nonetheless, middle school EFL teachers disagreed about the idea that using both English and Arabic helps their pupils improve their oral performance in English. According to the teachers, middle school EFL learners need their teachers to use the mother tongue (Arabic) in classroom since they are still beginners ; however, the use of mother tongue should be balanced and reasonable due to the fact that pupils' oral performance cannot be developed if their teachers over depend on the use of mother tongue in classroom. In addition, the teachers stated that by the use of English only, teachers' oral performance becomes a good model for their pupils to learn from, which helps them improve their oral performance.

In conclusion, the research questions have been answered and the research hypothesis have been confirmed; however, it is necessary to conduct accurate further research concerning the effect of teaching bilingually on improving EFL students' oral performance, for the purpose of reaching better understanding about teaching and learning process in the bilingual middle school EFL context.

Limitation of the Study and Suggestions for Further Research

Researchers are prone to face limitations and constraints, especially novice researchers. Although the research's aims and objectives were met, we faced a number of limitations in the course of conducting this study. The first difficulty we faced was the lack of sources on the independent variable; namely, bilingual teaching; there was a scarcity in research on bilingual teaching and its impact on oral performance. Second, the shortage of time was a major issue; since the researcher intended to employ an observation as a data collection tool, but an observation requires a long and sufficient period of time in order to attain reliable and meaningful data; therefore, the researcher was urged to depend on a structured questionnaire with pupils and a semi-structured interview with teachers.

In addition, although it was structured, the use of a questionnaire; with middle school EFL pupils limited both the quantity and quality of data gathered since middle school pupils are still beginners in the English language and are not aware enough of the concepts of "research" and "questionnaire"; therefore, the researcher had to simplify the questions and options provided in the pupils' questionnaire. Furthermore, based on the aforementioned limitations, we suggest that further researchers interested in the same research problem should make use of observation in order to obtain sufficient and significant research results, especially when the population are beginner EFL learners.

Moreover, another research limitation was the small size of the sample; the choice of the sample size and the data collection tools depend on the nature of study and research objectives; however, in order to generalize the findings on the whole population, a researcher ought to select a large sample to make research results credible and valid. Additionally, the middle school EFL teachers, which we interviewed, did not provide satisfactory answers; their elaborations were brief and general, which affected the quality of data gathered from this research instrument.

To conclude, although the study has been affected by the aforementioned limitations, the researcher has been able to answer the research questions and confirm the research hypothesis.

Recommendations

The present investigation, which explored the the effect of teaching bilingually on improvine EFL students' orap performance in the case of fourth year middle school EFL pupils, resulted in different theoretical and empirical findings. Based on those findings, we conclude this study with some recommendations for EFLteachers and EFL students.

First, since middle school EFL pupils are still beginners and not fully aware of which teaching/ learning methods are best for their learning, it is their teachers' responsibility to determine what improves and develops their pupils' different skills. In this study, middle school EFL pupils stated that they need their teachers to use their mother tongue (Arabic) in the classroom, and they think that it helps improving their oral performance in English while the teachers think that depending on Arabic in an EFL classroom impedes the development of oral performance in English.

In this case, teachers ought to use the target language (English) more often in the classroom to familiarize their pupils with it and help them learn the correct rhythm and

pronunciation of the language. Despite this, teachers should not neglect their pupils' needs; in situations where pupils face difficulties in understanding, the teacher may use techniques like miming, using pictures, or providing definitions to help pupils reach a full understanding of the lessons or materials.

Furthermore, middle school EFL pupils ought to acknowledge that the overuse of their mother tongue and their dependence on it is an obstacle in their way to learn English. Therefore, there should be balance between using the mother tongue (Arabic) and the target language (English), and the use of the Arabic should decrease with time. In addition, middle school EFL pupils should dedicate more time to learn English outside the classroom, since English is not just a school subject, but also a language used for communication; thus, more practice and effort is required from them since what is learned in the classroom cannot be enough.

Another important note is that these beginner EFL learners might not be able to acknowledge and understand these recommendations and suggestions on their own; henceforth, their teachers should help raise their awareness, motivate them to put more effort in their learning, and attempt to find and use techniques or methods that have actual benefits on their learning.

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Appendices

Appendix 01

Pupils Questionnaire about The Effect of Teaching Bilingually on Improving EFL Pupils' Oral Performance.

Dear Pupils,

This questionnaire is an attempt to collect data for the purpose of the accomplishment of a master dissertation on The Effect Teaching Bilingually on Improving EFL Pupils' Oral Performance. Therefore, you are kindly requested to fill in it by tiching (√) the appropriate answer (s). Be sure that your answers will be anonymous and will be used for research purposes only.

Thank you for your time, effort and collaboration

By Fayza Belatrous Supervised by: Dr. Salhi Ahlem Academic Year: 2021/ 2011

Section One : General Information

Q1: How long have you been studying English?

س 1: منذ متى تدرس اللغة الإنجليزية؟

- 4 years (4 سنوات)
 More than 4 years (سنوات 4 أكثر من)

Q2: Did you have an interaction with the English language before studying it in middle school?

س 2: هل تفاعلت مع اللغة الإنجليزية قبل دراستها في المتوسطة؟

- Yes
 No

Q3: Do you like studying English as a foreign language?

- Yes
 No

Section Two : Bilingual Teaching and Oral Performance

Q1: What are the languages your teacher uses in the classroom?

س 1: ما هي اللغات التي يستخدمها معلمك في الفصل؟

- English language only (اللغة الإنجليزية فقط)
- English language + Arabic language (اللغة الإنجليزية + اللغة العربية) **Q2:**

How often does your teacher use Arabic in the the classroom?

الى أي مدى يستعمل معلمك اللغة العربية في الفصل؟

- Always (دائمًا)
- Often (غالبًا)
- Sometimes (أحيانًا)
- Rarely (نادرا)

Q3: When does your teacher use Arabic in the clasroom?

س 3: متى يستخدم معلمك اللغة العربية في القسم؟

- When explaining a difficult/ new word (عند شرح كلمة صعبة / جديدة)
- When presenting lessons (عند تقديم الدروس)
- Without a specific reason (بدون سبب)

Q4: Which do you prefer?

س 4: أيهم تفضل؟

- When your teacher teaches you English using only English
(عندما يدرسك مدرسك اللغة الإنجليزية باستخدام اللغة الإنجليزية فقط)
- When your teacher teaches you English using both English and Arabic
(عندما يدرسك معلمك اللغة الإنجليزية باستخدام كلا اللغتين الإنجليزية والعربية)

Q5: Does your teacher use another method to explain rather than using Arabic?

- Pictures (صور)
- Videos (مقاطع فيديو)
- Games (العاب)
- Giving synonyms or definitions (إعطاء مرادفات أو تعريفات)
- Others (طرق أخرى)

Q6: Do you think that improving oral performance is important in studying English?

س 6: هل تعتقد أن تحسين الأداء الشفهي مهم في دراسة اللغة الإنجليزية؟

- Yes
- No

Q7: Do you find oral performance difficult?

س 7: هل تجد صعوبة في الأداء الشفهي؟

Yes

No

Q8: Do you think that studying English using both English and Arabic helps you develop your oral performance in English?

س 8: هل تعتقد أن دراسة اللغة الإنجليزية باللغتين العربية والإنجليزية تساعدك على تطوير أدائك الشفهي باللغة الإنجليزية؟

Yes

No

Appendix 2

Teachers' Interview on the Effect of Teaching Bilingually on Improving EFL Pupils'

Oral Performance

Q1: How many years have you been teaching English as a foreign language in the middle school?

Q2: How do find teaching English as a foreign language for beginners?

Q3: What are the languages do you use in the classroom?

Q4: Which do you think helps the pupils best in their current level; bilingual teaching (English+ Arabic) or the exposure to English only?

Q5: Which do you think helps improve the pupils' oral performance in English, using English only or using English+ Arabic? Why?

Q6: Do you think that using L1 (Arabic) in teaching English in the classroom affects your pupils' oral performance?

Q7: Which strategies or techniques do you employ to avoid using your pupils' mother tongue (Arabic)?

المخلص

كان الغرض من هذه الدراسة هو التحقيق في تأثير التدريس ثنائي اللغة على تحسين الأداء الشفهي لطلاب اللغة الإنجليزية كلغة أجنبية، من خلال استكشاف ووصف أفكار و آراء تلاميذ السنة الرابعة متوسط وأساتذة اللغة التعليم المتوسط للغة الإنجليزية كلغة أجنبية حول تأثير التدريس بلغتين ما إذا كان يحسن الأداء الشفوي للتلاميذ أم لا. من أجل التحقيق في ذلك تم استخدام الأسلوب المختلط لجمع البيانات الكمية والنوعية للإجابة على أسئلة البحث والتحقق من صحة فرضية البحث التي اشارت الى ان تلاميذ اللغة الإنجليزية كلغة أجنبية السنة الرابعة يعتقدون ان التدريس بلغتين يساعدهم تحسين أدائهم الشفوي. لهذا الغرض، تم إجراء استبيان منظم لعينة من 22 طال با من طلاب الصف الرابع المتوسط في مدرسة اللغة الإنجليزية كلغة أجنبية بالإضافة إلى مقابلة شبه منظمة تم إجراؤها لمدرسي اللغة الإنجليزية كلغة أجنبية في المدرسة الإعدادية، وتم اختيار كلتا العينات بشكل مقصود. أظهرت النتائج المتحصل عليها أن طلاب السنة الرابعة من اللغة الإنجليزية كلغة أجنبية يؤيدون فكرة أن استخدام اللغتين الإنجليزية والعربية في دراسة اللغة الإنجليزية كلغة أجنبية يساعدهم على تحسين أدائهم الشفوي في اللغة الإنجليزية. لذلك بناء على النتائج، تم تأكيد فرضية البحث. ومع ذلك، اختلف مدرسو اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة حول فكرة أن استخدام اللغتين الإنجليزية والعربية يساعد تلاميذهم على تحسين أدائهم الشفوي في اللغة الإنجليزية. يعتقد مدرسو اللغة الإنجليزية كلغة أجنبية في المدارس المتوسطة أن استخدام اللغتين الإنجليزية والعربية في تدريس اللغة الإنجليزية يساعد تلاميذهم بشكل أفضل في مستواهم الحالي، ولكنه قد لا يساعدهم في تحسين الأداء الشفهي للغة الإنجليزية لتلاميذهم. وبالتالي، هناك حاجة إلى مزيد من البحث لدراسة كيف وإلى أي مدى يحسن التدريس ثنائي اللغة الأداء الشفهي لطلاب اللغة الإنجليزية كلغة أجنبية.