IMPACT OF ENGLISH INSTRUCTIONAL PROGRAM ON DEVELOPING BILINGUAL ARAB MIGRANTS SPOUSE SPEAKING AND LISTENING SKILLS

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ABSTRACT: *The aim of this study is to enhance bilingual spouses' migrants (BASM) listening and speaking skills through an integrated English language program. These skills are interrelated and one of the challenges for most bilingual learners, especially migrants. To achieve the aim of the study, the researcher conducted qualitative and quantitative study. The participants in this study were (56) Arab migrants spouse of those who want to travel abroad to some European countries for family reunion. The sample's number was not big because the researcher has no control over learners, they joined the program by their own desire because they want to study for IELTS exam. An intensive English language course has been taught around 4 months to three groups of workers, in addition to some different activities during the year 2019-2020.The study took place in Sudan and Saudi Arabia. An interview has been held and a questionnaire was designed and applied too. Besides, pre-and posttest of listening and speaking were applied to investigate the learners' level and the effectiveness of the program after finishing the course. The results of the pre and post tests were significantly different in the two groups of speaking and listening in favor of the post test. Concerning the questionnaires and interview results, respondents were highly motivated to join the program and shown great satisfaction on the program. Based on the findings above, the study recommends the necessity of more intensive listening and speaking learning programs using different methods. Practicing the language can also facilitate learning in addition to reviewing of some IETS tests in listening /speaking.*

KEYWORDS: bilingual, Arab, spouse, migrants (BASM)

INTRODUCTION

Nowadays, English is the one of most spoken language around the world, I think because of the influence of some countries on the international business of the world, education and politic. English has advanced as an international language especially after World War II and now English is used by millions of speakers for different communication functions around the world. Moreover, it has become the preferred language in many institutions and it has been adopted as the language of globalization.

As for Arabic-speaking countries, English is an absolute necessity in the multinational working environments of many Arabic-speaking countries. It is common international business language. In addition, English is hugely important especially for those who travel abroad to United States or Britain for work or family reunion. They are required

to pass the IELTS test in speaking and listening and it is not easy for them to master these skills during a short period of time, because most of them have not got enough education in English and the majority are workers over 30 years old. From the other hand, most people in Arab countries learn English at schools, works and through practice in some other foreign countries or jobs. Referring to the literature of the past 5 decades we notice that traditional methods and approaches have been used in developing teaching listening and speaking English language for bilingual, and most of these approaches to teaching listening and speaking in the past have been influenced by three models-the so-called bottom-up, top-down, and interactive models. These models are still important, and essential to understanding of how an approach to the teaching of listening and speaking works, but not the best and still many factors make it difficult to develop one model of speaking and listening instructional program for these diverse group of learners. Developing of new program is so important for filling this gap, and understanding of factors that may affect our knowledge of speaking and listening skills. Thus, this study strives to develop an English instructional program to facilitate bilingual spouses' migrants speaking and listening skills. The study is supposed to answer these questions: "will the suggested program develop students' speaking skills? and what factors that can affect learning of speaking and listening skills? What methods and activates needed? The most important findings of this study revealed that the program was effective on developing participants' speaking and listening skills, learning speaking and listening can increase our fluency and communication. Also, there are many factors that can affect our speaking and listening skills. In short, speaking and listening skills are very complicated skills, especially for nonnative speakers, and the success on these skills depends on achieving a certain levels of language skills.

Many research findings show that developing listening and speaking skill is important part of learning a second language because it helps learners to communicate and give us many answers which are necessary for understanding how languages work, as well as being the doorway to future research and theories on all aspects of linguistics.

 (Graddol, D. 1997: 4). Proficiency in English is seen as a desirable goal in many parts of the world, to the point of equating inability in the use of English to disability. A better knowledge of modern languages will facilitate communication and interaction, and will promote mobility and mutual understanding. White Paper published in 1995 (Teaching and learning: towards the learning society) it is stated as a general objective that everyone, irrespective of his/her academic training should gain proficiency in two languages apart from their mother tongue so that they can communicate in those languages. European and Richards (1993:3) states that one view of how to improve teaching listening and speaking is through the use of instructional materials, so that "quality of teaching will come about through the use of instructional materials that are based on findings of current theory and research." Richards (ibid.) maintains that instructional materials can have a profound effect on teaching. and that teachers rely on such materials to define the language courses they teach.

RELEVANT LITERATURE REVIEW RELATED TO THE STUDY

Seferolu and Uzakgöre (2004) claim that "listening is usually an interactive process" (p. 2). The listener does not always just listen to, but she or he also reacts to the speaker or asks questions for clarification. The most essential issue for the students should be to understand what they are listening to and to be able to give appropriate responses orally. This aim brings us to the integration of listening and speaking while teaching, as our main consideration should be not only learning the grammar of the target language but also communicating in that language, which highlights the importance of the integration of these two skills**.**

Lightbown and Spada (2006) suggest "speaking in the target language requires more than one mental task at one time like choosing words, pronouncing them, and stringing them together with the appropriate grammatical markers" (p. 39). In order to perform these operations while communicating, complex and nonspontaneous mental operations are required and failure to do so may lead to reticence, self-consciousness, fear, or even panic, similarly with respect to listening.

The work of Lev Vygotsky (1934) has become the foundation of much research and theory in cognitive development over the past several decades, particularly of what has become known as sociocultural theory.

Sociocultural theory views human development as a socially mediated process in which children acquire their cultural values, beliefs, and problem-solving strategies through collaborative dialogues with more knowledgeable members of society. Vygotsky's theories stress the fundamental role of social interaction in the development of cognition (Vygotsky, 1978), as he believed strongly that community plays a central role in the process of "making meaning."

Methods and Procedure

In this study, the research methodology is described in terms of procedure and data collection tools. It aims to achieve the purposes and the aims of the study. It is obvious that there is no ideal methods in teaching. However, the learners' needs and their levels can decide the methods needed. The researcher used different methods, techniques and steps as detailed below:

■ Held an interview to get the necessary information and gave respondents a chance to, better understanding, expressing opinions openly, share experiences, describe phenomenon, etc...

■ Designed a questionnaire to investigate respondents' views towards the program and to get some necessary biographical data. ■ Used pre and posttest in English language listening and speaking so as to define learners' levels, needs and to investigate the effective ness on students after taking the posttest. ■ Conducted around 80 speaking and listening lessons and more than 100 different activities during the program periods of 18 weeks (72) hours.

■ Used different drilling practices (intensive listening& speaking, videos, audios,

filling the gab quizzes, matching, comprehension questions, yes-no or true-false questions, practicing conversation and oral discussions about the topics in listening and speaking . ■ Reviewing of different IELTS S & listening tests. ■ Weekly listing and speaking exams, and intensive group discussion to prepare learners for their IELTS final exam.

Participants of the study (the male spouses learners): The participants of the study were (56) bilingual Arab male spouses of those who want to travel abroad for family reunion. Their English level was very weak but they have great determination and highly motivated to learn English speaking and listening skills. Their basic motive is to pass the IELTS test for spouse in order to re union with their families in UK and other European countries. Most of them are from yamen and Sudan. Their ages are between (20-60) years old. The study took place in Sudan and Saudi Arabia during the years 2019-2020.

Variables of the study

In this study, the variables are defined as independent and in dependent variables. Independent variables are represented in the English language instructional program for the spouses, and speaking and listening skills, whereas dependent variables are represented in the great development occurred on the spouses' learners English language speaking and listening skills.

Materials and instruments of the study

The researcher has used the following instrument in this study: **a**. used interview and questionnaire as data gathering tools to investigate respondents' views towards the instructional program. **b.** conducted pre and posttest in listening and speaking skills. **c.** developed an integrated English program for the learners. **d.** used videos, audios, visual aids, pictures, other materials etc...

Description of the questionnaire and interview design The questionnaire aimed to investigate the respondents' views toward the English language instructional program in speaking and listening and to gather the necessary data about respondents.The questionnaire is constructed based on the following points: **1.** based on the research questions and the need of the study. **2.** consulting experienced experts and specialists in education. **3.** regarding students' level and focusing on beginners listening and speaking skills development and problems solving. **4.** using of simple questions and open talks in the interview. As for using the interview in this study, it was because of: • Learners' level was very weak and the researcher intended to use Arabic language to make the questionnaire's' questions clear. • The interview encourages respondents to express themselves openly, also helps the interviewer to take enough time to explain.

Questionnaire validity

As for validating of the questionnaire and interview questions, they were submitted to the academics and educational experts in order to investigate their clarity and suitability

to learners' level and needs. Based on their recommendations and advices, the researcher designed the questionnaire and the interview questions.

The Pre and posttests of the instructional program: The pre and posttest aim to define participants" knowledge and their English levels and to find out the expected change in their speaking and listening skills after getting the learning program.

The pre-posttests were constructed base on the following: 1. Reviewing the same related studies' findings and curriculum development in listening and speaking skills for learners. **2.** Reviewing the literature of teaching speaking and listening. The pretest of speaking and listening were consisted of 4 different listening tracts, direct interview, describing pictures and matching. To validate the tests, the researcher submitted them to the jury of academic specialist, native English teachers who teach English as second language at Jouf university. The jury members and the teachers were requested to judge the clarity of the questions and their suitability to students' levels and the area that the test aimed to measure. Based on their recommendation and advices, the tests were designed in order to measure the test-retest reliability, the researcher computed the reliability before administrating the test to participants. The test was given as first test (T1) to 56 students on june,2019. And then sixteen week later, the same test is given as second test (T2) to the same group of learners under the same conditions, after finishing the English language course. Then, the correlation coefficient between the first and the second administrations of the test was calculated using the correlation coefficient analysis. The scores on two occasions were perfectly correlated (pre and posttest of speaking and listening). Referring back to tables (2) and (3). The reliability coefficient Was between 0,9-0,8 as shown in table (7) which was statistically highly significant, therefor the tests are considered to be reliable.

The English language instructional program guideline: In order to achieve the objectives of the study, the researcher followed the following important instructional guidelines: **a**. selected suitable teaching aids for teaching speaking& listening. **b.** used appropriate materials and aids for teaching skills. **c.** defined clear learning objectives based on the program need. **d.** taught different activities and lessons in speaking and listening, based on students' needs and study objectives. Based on the teacher's knowledge, the support of experts and student needs; the researcher developed this program. Moreover, experts and others teachers' views have great influence on developing this program. The researcher has followed a certain plan to guide him to conduct this program. The plan includes the objectives, procedure, teaching activities and some English lessons. As for students, they were asked to follows a certain instruction. The researcher prepared a context of speaking and listening consists of 80 English lessons and about 100 different activates in listening and writing based on learners' levels. In addition to that, the researcher used clear instructions and strategies for planning, revising, and self-regulation during the course teaching development process.

The characteristics of the instructional program

Effective program should be tied to student needs and achieves the desired goals and objectives. According to Newman (2001, p. 299). Strong instructional program flows from the use of a "common instructional framework guides curriculum, teaching, assessment, and learning climate. The framework combines specific expectations for student learning with specific strategies and materials to guide teaching and assessment. The distinguishing characteristics of the present study are as under**: 1**. Developing of effective English language listening and speaking instructional program for bilingual Arab migrants. **2**. Multi different approaches, methods and techniques are used. **3.** A pre-test were used to identify the learners' needs and levels. **4**. Diagnostic test to identify students' listening and speaking level **5**. Using of questionnaire and interview for getting information. 6. For the validity, test re test and other procedures used.

Identifying learner's need

The main task for teacher is to discover, validate, and classify the learning needs. (Noessel, 2003). Each learner is unique, and brings to the learning situation his or her own different learning style, knowledge set, pool of past experiences, and motivation. In learner-centered instruction, it is important for instructors to consider the level of knowledge and skill development attained by the and attained

by the learners prior to instruction (Dick, & Carey, 2004). The best way to get this information is by asking the learners themselves. To determine the readiness of participants for learning, the instructor/facilitator should decide, prior to the first class or workshop, how to collect and use data on learner needs. There is no single best way to gather information about learner needs. In many situations, instructors can anticipate learner needs based on their prior knowledge about learners who have completed similar instructional sessions. As instructors review the course syllabus, they can ask students to consider the general skills and content knowledge they will need to achieve. Instructors can also invite students to ask questions about the course and to express any concerns about prerequisite skills. Thus, the researcher in this study has designed the questionnaires to investigate learner's needs about the suggested instructional program in general.

Data Analysis and Discussion

No doubt that, understand problems and exploring the way of analyzing facts, figures, and interpretation into meaningful ways is so important for the study. In order to evaluate the instructional program, its components should be analyzed and interpreted. The general population of this study were 56 bilingual spouses' learners who study English to develop their listening and speaking skills. Based on the diagnosed test, their English level was very weak, beginners level. In this study, the data have been analyzed and interpreted through tables and figures. The researcher used graphical representation, data explanation and statistical methods. this part represents assessment of questionnaire findings with regards to the biographical data, statistical analysis of

the questionnaire's questions and comparing the results of the pre and posttest of English language listening and speaking skills.
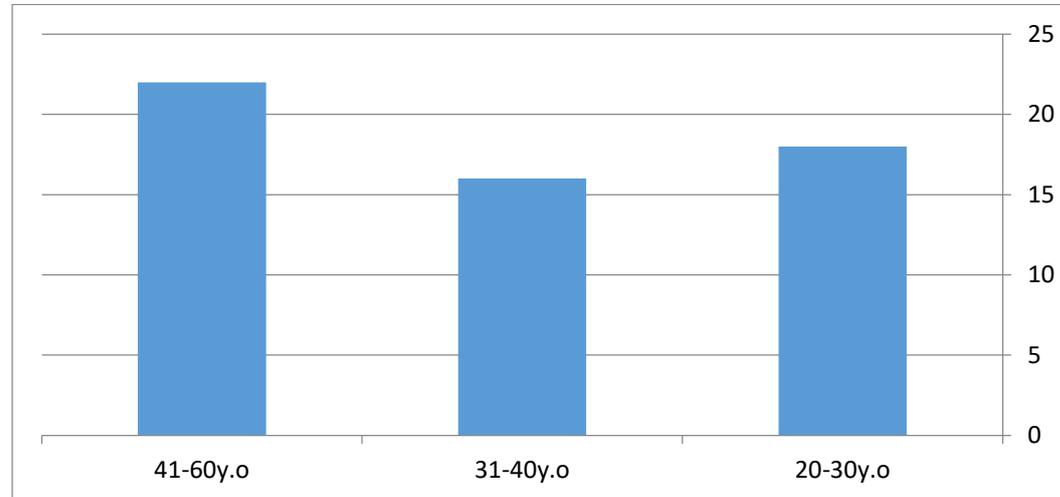
3.1: Results concerning learners' questionnaire's questions 3.1.1 The biographical data of respondents' questionnaires: The biographical data of the learners' questionnaire include age, nationalities and their levels in English-speaking and listening.

Table 1: Frequency and percentage of respondents by age

learners by age	Frequency	Percentage (%)
(20-30)	18	32%
(31-40)	16	29%
(41-60)	22	39%
Total	56	100%

Y.O = years old

Figure 1: Frequency and percentage of learners by age

Interpretation of Data

Table one (1) and figure one (1), show that the majority of learners' ages range between 41-60 =22 (39%) years old and the least are between 31-40 years old = 16 (29%). For those their ages are between 20-30 years old are eighteen students 18(32%).

Table 2: Frequency and percentage of learners divided by their English levels in the (pre-test) of speaking skill.

Students' level in speaking pretest	Frequency	Percentage (%)
Good	4	7%
Medium	19	33%
Weak	33	60%
Total	56	100%

N=56

Figure: 2 Frequency and percentage of students speaking levels

Interpretation of Data

From the table 2 three and figure 2 above, we notice that the majority of students' level in speaking placement test is weak33 (60%), around 19(33%) medium and only 4(7%)are good.

Table 3: Frequency and percentage of learners divided by their English levels in the (pretest) of listening skill.

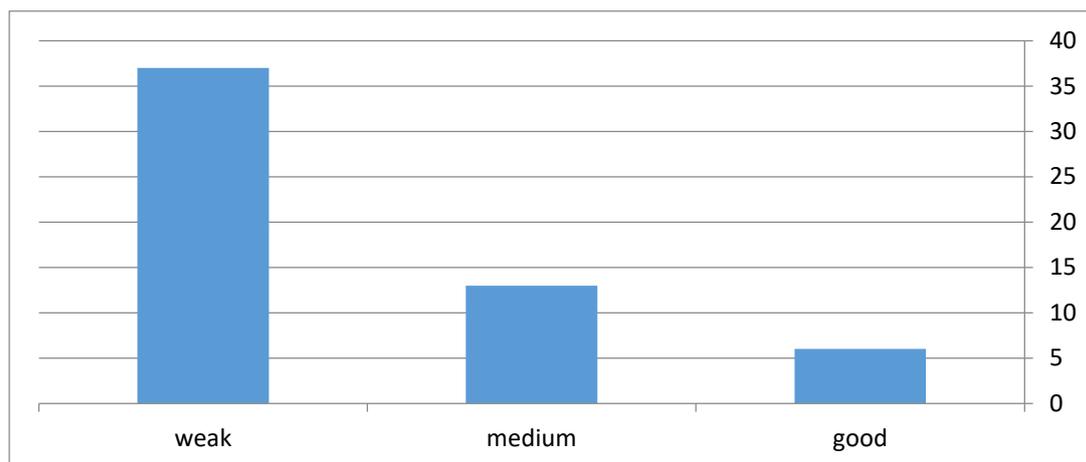| Students' level in pretest of listening	Frequency	Percentage (%)
Good	6	11%
Medium	13	23%
Weak	37	66%
Total	56	100%

N=56

Figure: 3 Frequency and percentage of learners divided by their English levels in the placement test of (listening).
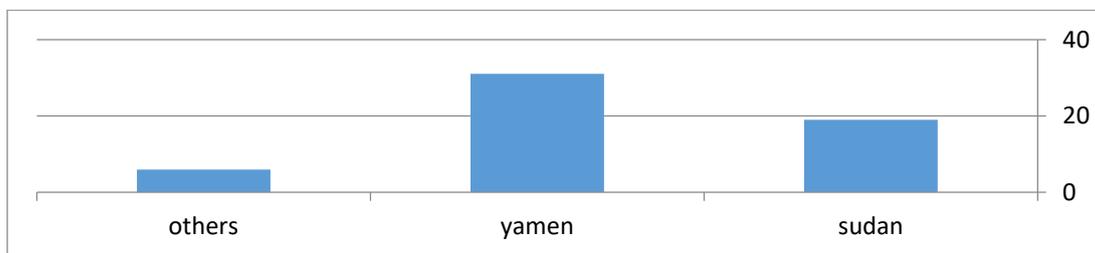

Interpretation of Data

Table 3 three and figure 3 above, show learners grades on placement of English language listening. we notice that the majority of students' level in the placement test is v. weak37(66%), around 12(21%) medium and only 7(12%) good.

Table 4: Students by their countries of origin

Country's name	Frequency	Percentage (%)
Sudan	19	33%
Yemen	31	55%
Other	6	12%
Total	56	100%

N=56

Figure:4 Frequency and percentage of students divided by countries

Interpretation of Data

Table 3 and figure 3 above, show learners by their countries. we notice that the majority of learners are from yamen 31(55%), 19 (33%) are from Sudan and the least 6(12%) from other countries. **3.2: Part two: Identifying learners' views toward the program**

Table 5: Frequency and percentage related to students' views toward the English language speaking and listening program

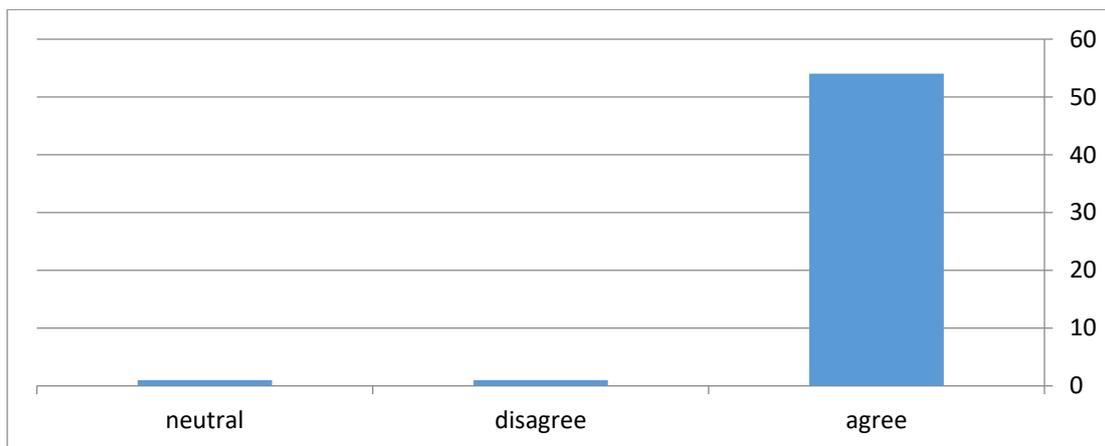| Assessing question	Criterion of the problem				
	Rate	Agree	Disagree	Neutral	Total
1. The program achieves learners' needs	Frequency Percentage	51 89%	2 4%	3 7%	56 100%
2. The content of the program is good	Frequency Percentage	54 96%	1 2%	1 2%	56 100%
3. The program will develop learners' speaking &listening skills	Frequency Percentage	51 91%	2 4%	3 5%	56 100%
4.The methods used in the program are clear	Frequency Percentage	54 96%	1 2%	1 2%	56 100%
5.Using of L2 ease understanding	Frequency Percentage	49 88%	4 7%	3 5%	56 100%

N= 56   1=agree   2= disagree   3=   neutral

Figure 5, 6, 7 ,8 and 9 related to respondents' views toward the English language program of listening and speaking.
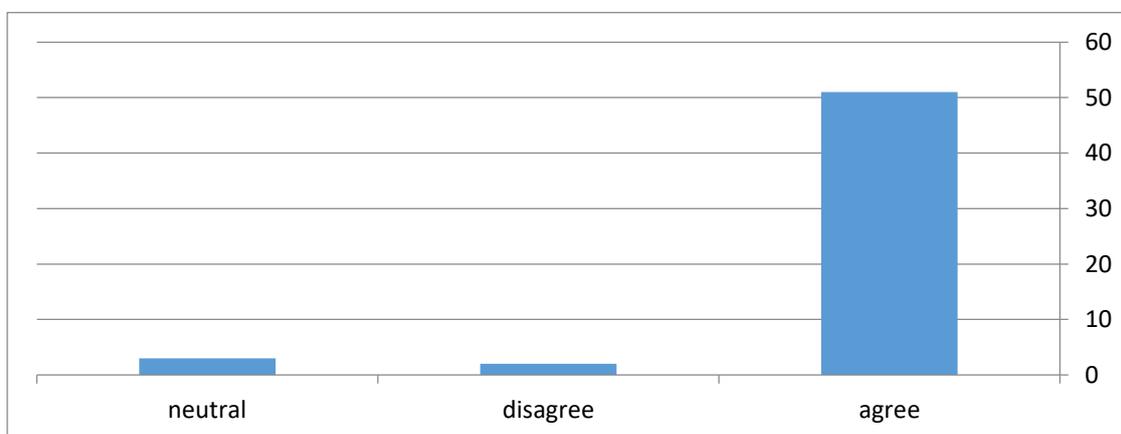
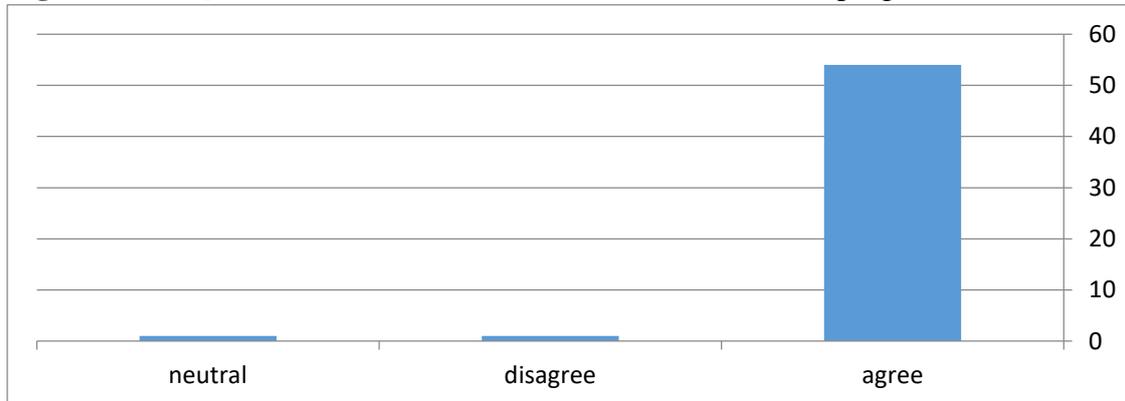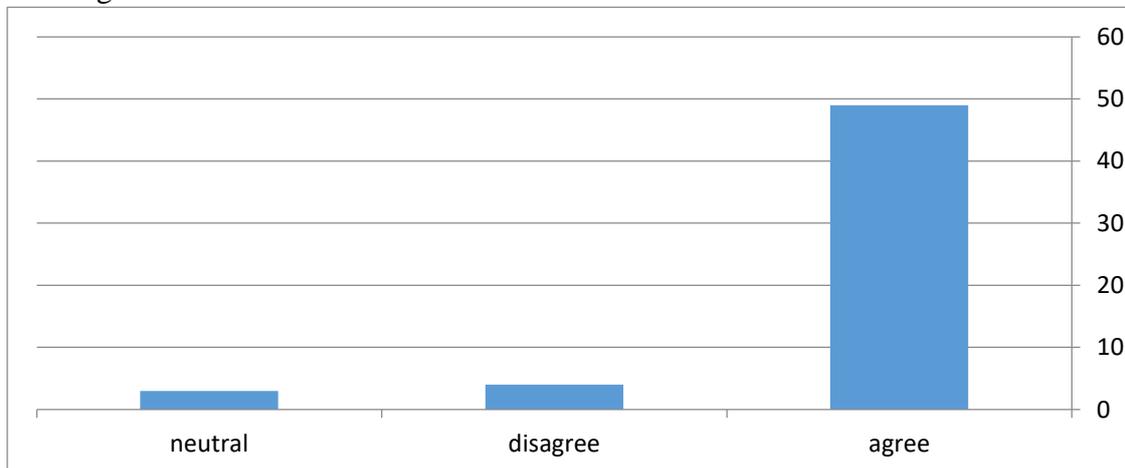**Figure 5: Question 1 the program achieves students' needs**

Figure 6: Question 2 the content of the program is good

Figure 7: Question 3 The program will develop learners' speaking &listening skills

Figure 8: Question 4 The methods used in the program are clear.

Figure 9: Question 5 Using of L2 can ease the program learning
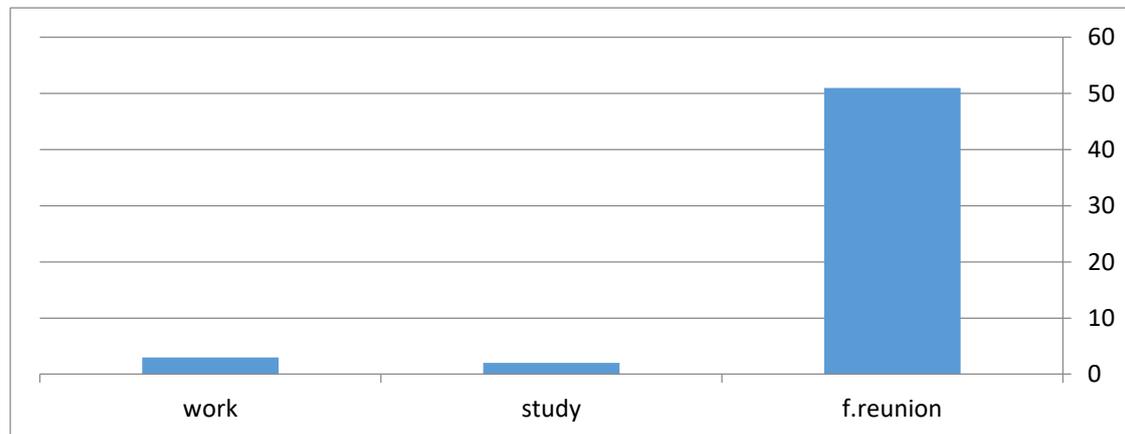

Interpretation of Data

Table 5 and figures 5, 6, 7 ,8 and 9 show frequency and percentage related to respondents' views toward the English language program. Respondents could either answer that the Frequency of their views toward the English language program was: Agree, disagree and neutral. In question one, we notice that 51(89%) of respondents agree that the program will achieve their needs, 2(4%) of respondents disagree and around 3(7%) neutral. Concerning question 2, The content of the program is good**.** We notice that the majority 54(96%) agree, 1(2%) disagree and 1(2%) neutral. In term that, the program will develop learners' speaking &listening skills. Referring to question three, can the program develop learners' speaking and listening skills? We notice that the majority of respondents 51(91%) agree, 2 (3.5%) disagree and 3(5.5%) neutral. As for the clarity of the methods used in the program, question three, we notice that most of respondents agree 54 (96%), 1 (2%) disagree and 1(2%) neutral. Concerning question 5, Can using of L2 ease understanding of listening and speaking skills? It is noticeable that majority of respondents 49 (88%) agree, 4(7%) disagree and the least 3(5%)are neutral.

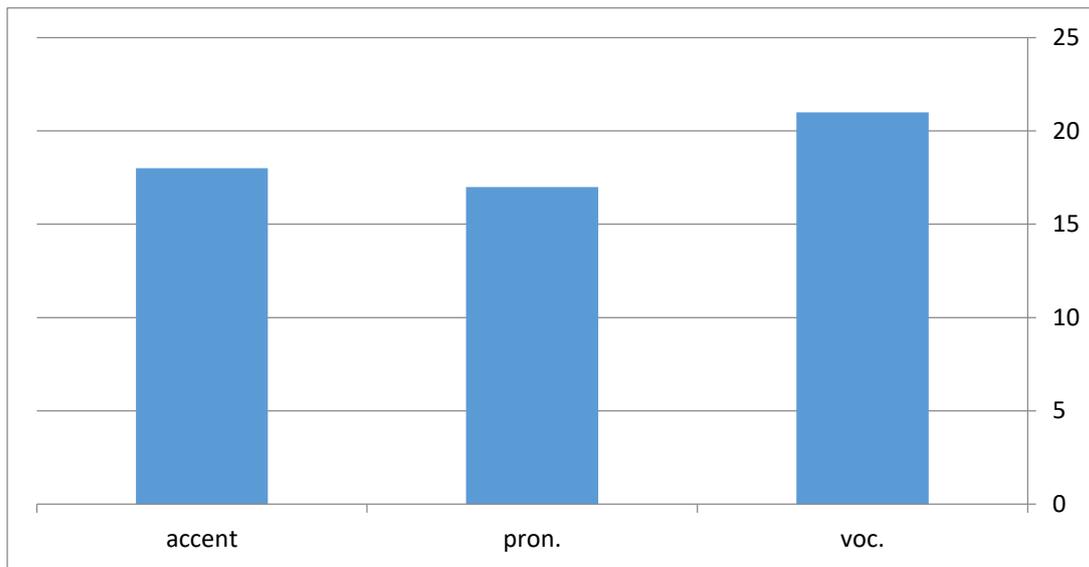**Table 6: Frequency and percentage related to learners' answer about the general questions of the interview**

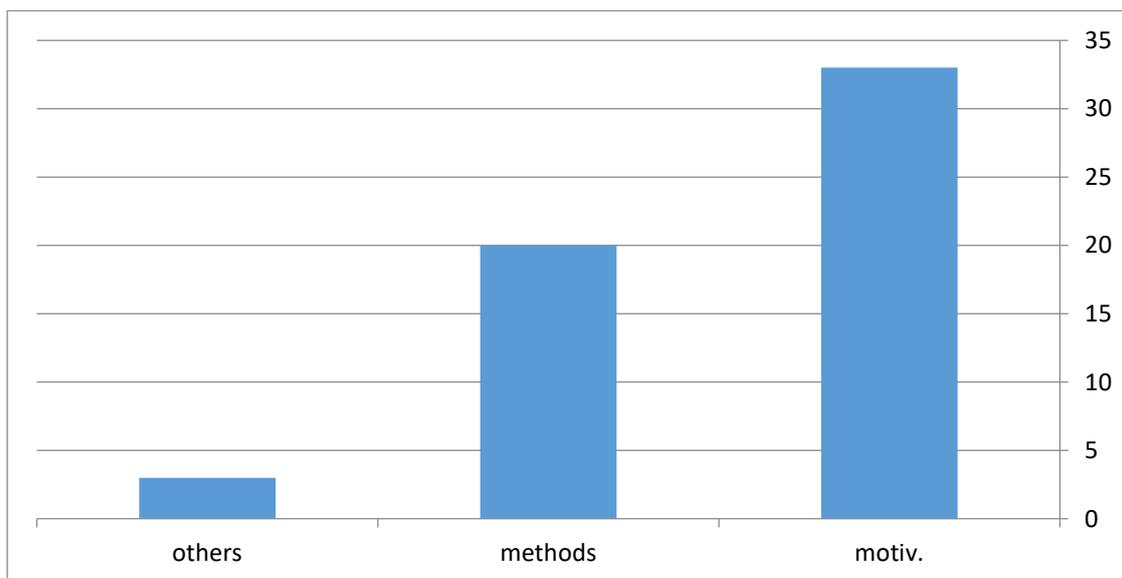| Assessing question	Criterion				
	Rate	Family reunion	study	work	Total
1. Why do you want to travel abroad?	Frequency Percentage	51 91%	2 4%	3 5%	56 100%
Assessing question	Rate	Vocabulary	pronunciation	accent	total
2. What make learning of listening and speaking difficult?	Frequency Percentage	21 38%	17 30%	18 32%	57 100%
Assessing question	Rate	motivation	methods	Others	
3.What is the secret of your success?	Frequency Percentage	33 59%	20 36%	3 5%	57 100%

N= 56

Figure 10, ,11 and 12 related to respondents' answers of the interview questions about the program and other questions. **Figure 10: Question 1 Why do you want to travel abroad?**

Figure 11: Q 2. What makes learning listening and speaking difficult?

Figure 12: Question 3 What is the secret of your success?

Interpretation of Data

Table 6 and figures 10, 11, and 12 show frequency and percentage related to respondents' view toward the interview questions. Respondents were requested to answer the question; what is the motive of their traveling abroad? And the answer was divided into three reasons, for work, to study or family reunion. In question one, we notice that 51(91%) of respondents need to travel abroad for family reunion, 2(4%) of respondents need to travel to study and around 5(7%) need to travel for work. In term of listening and speaking difficulties, the majority 21(38%) the think that the vocabulary is the most difficult, 18(32%) believe that accent and 17(30%) they think
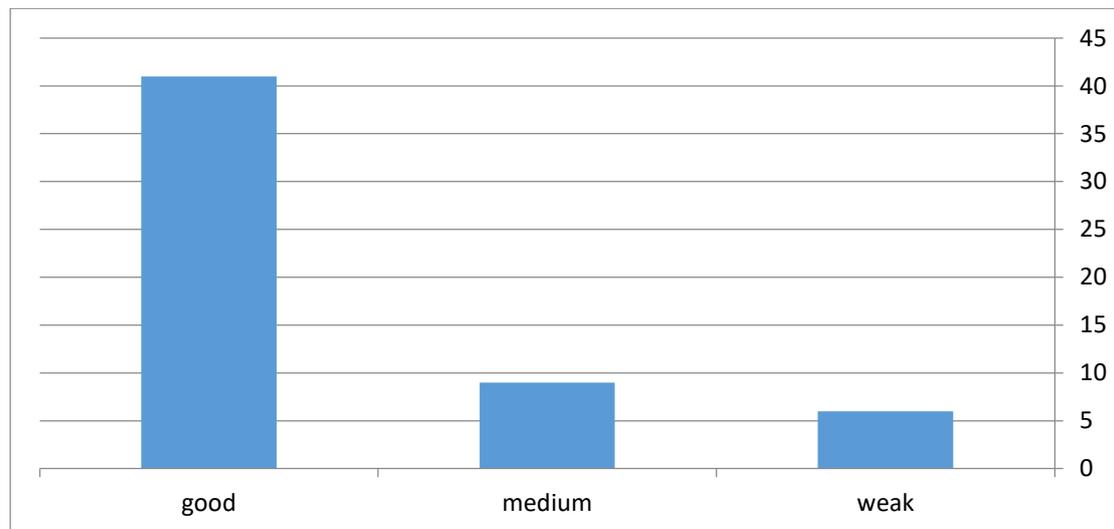
the pronunciation. Referring to question three, what is the secret of your success? The majority of respondents 33(59%) believe that the motivation was the basic reason of their success in the program and the IELTS speaking and listening test.

Table 7: Frequency and percentage related to learners' score of speaking posttest out of ten 15.

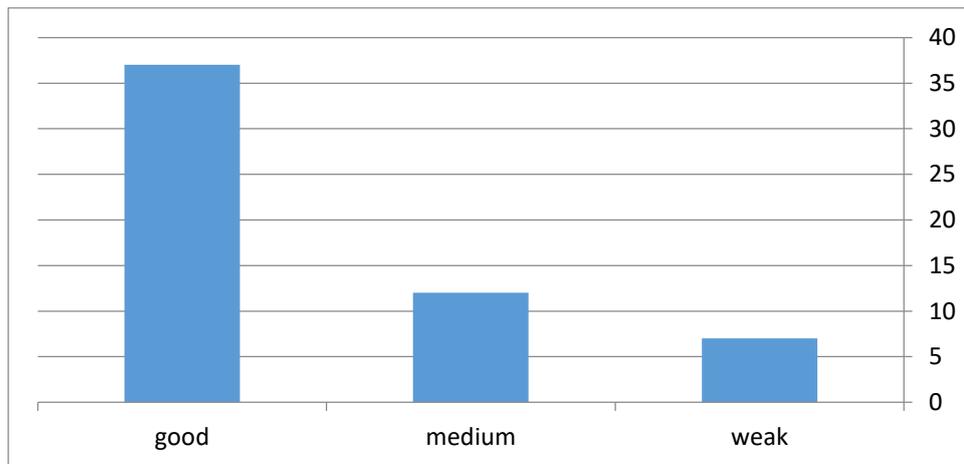| Student's scores on posttest of speaking out of 15	Score(0-4)	Score (5-9)	Score(10-15)
Number of students	6(11%)	9(16%)	41(73%)
Rate	**weak**	**medium**	**good**

N=56

Figure 13: Frequency and percentage related to learners' score in posttest of speaking out of total mark of 10

Table 8: learners' score on post-test of listening skill.

Student's scores on posttest of listening	Score(0-4)	Score (5-9)	Score(10-15)
Number of students	7(12%)	12(22%)	37(66%)
Rate	**weak**	**medium**	**good**

N=6

Figure 14: learners' scores on posttest of listening

Interpretation of data

Tables 7,8 and figures 13,14 show students' score rate of posttest of listening and speaking. Concerning the posttest of speaking, we notice that about 6 students scored weak, 9 mediums and 41 scored good. In comparison with posttest of listening, we notice that 7 student scored weak, 12 mediums and 37 good. To conclude, this result shows that there is a correlation between students' marks in the posttest of listening and speaking. Students who got high marks in speaking, they got high marks in listening too, and vice versa. Vocabulary knowledge can increase our understanding of languages and help learners to communicate.

Table 8 : Comparing the results of pre and posttest of speaking

grade	good	medium	weak	total
Pretest of speaking	4(7%)	19(34%)	33(60%)	56
Posttest of speaking	41(73%)	9(16%)	6(11%)	56

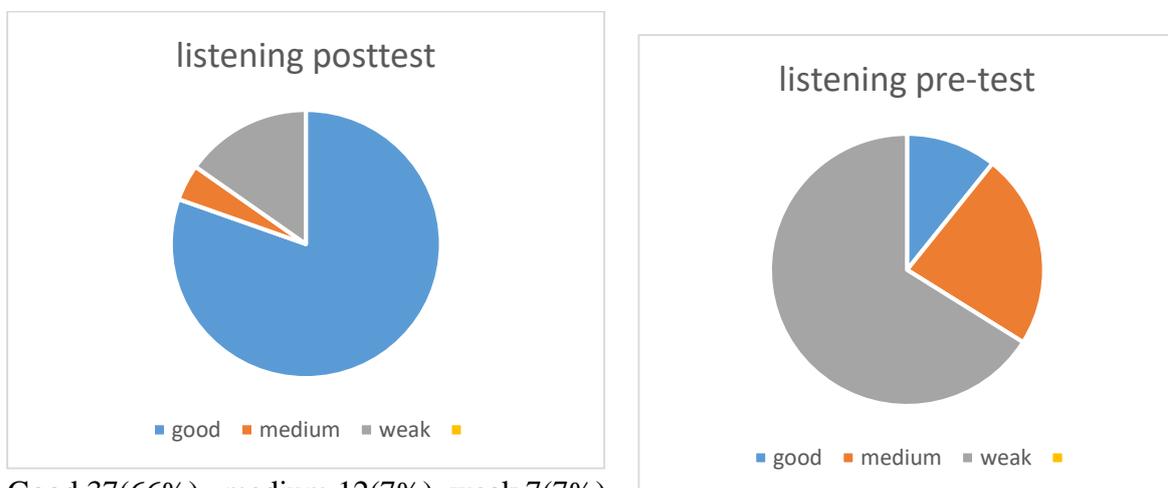**Figure:15 and 16 comparing pre and posttests of speaking**

**Good 41(73%)   medium 9(16%)   weak 6(11%)   good4(7%) medium 19(34%)
weak 33(60%)**

Table: 9 comparing the results of pre and posttest of listening

grade		good	medium	weak	total
Pretest	**of**	6(11%)	13(23%)	37(66%)	56
listening					
Posttest	**of**	37(66%)	12(22%)	7(12%)	56
listening					

Figure:17 and 18 comparing the results of listening pre and posttest

Good 37(66%) , medium 12(7%), weak 7(7%),
good 6(11%) , medium13(23) weak(37%)

CONCLUSION

The conclusion that can be drawn from the findings of pre and posttests of speaking and listening, there is strong relation between the instructional program and the development on students' levels in speaking and listening skills. In comparison with the results of the posttests of speaking and listening, we notice that, most students' levels before taking the program were very weak, and the score that they got was low. Therefore, we can strongly believe that, the program can develop students' listening and speaking skills. This result congruence with many research result conducted by many researchers. For example, Brown (1983) also states that "speaking is an interactive process of constructing meaning that involves producing, receiving and processing information." Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Nunan Asian Journal of Educational Research Vol. 3, No. 2, 2015 www.multidisciplinaryjournals.com 9 (1999), the speaker needs communicative competence which includes not only linguistic competence but also a range of other sociolinguistic and conversational skills which help him/ her know how to say what to whom and when. To conclude, listening and speaking are integrated and interrelated skills and there are many factors like methods and style and practice can affect learning of these skills. Further, if learners and teachers match their teaching methods to the student' learning style, students will be more successful and more interested in language. As a result of this study, it recommends that similar further researches should be conducted to different group of bilingual Arab migrants in other countries. More effective listening and speaking programs should be used.

Brown (1983) also states that "speaking is an interactive process of constructing meaning that involves

producing, receiving and processing information." Its form and meaning are dependent on the context in which it

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