

Bilingual Education A Pathway to Enhance Students' Research Skills in Elobeid Town of North Kordofan State, Sudan

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ABSTRACT: The current study was conducted in Elobeid town at the Faculty of Education University of Kordofan during 2019-2020. The objective of the study was to know the role of bilingual education in enhancing students' research skills, the most important factor of success in bilingual education, interpret and analyze the role and significant of bilingual education in promoting and enhancing students research skills. Primary data were collected via structured questionnaire following random sampling technique (48) respondents representing 27% of the total English language teachers (185). Descriptive statistical analysis was used for data analysis. The results showed that a lot of teachers agreed that bilingual education enhance students research skills (62.5%), the effectiveness of bilingual education focus on both the language of instruction and models (79.1%), bilingual education means finding various pedagogical theories for practical usage (77.1%), the good teacher should have sufficient knowledge on other field to promote the student research study (93.7%). the most important factor of success in bilingual education is motivation (87.5%). The study concluded that, bilingual education is essential in enhancing students' research skills and it needs motivation. The study recommends the important of using bilingualism in teaching any foreign language.

Keywords: *Bilingualism, Monolingualism, Descriptive statistics, North kordofan state*

INTRODUCTION

Bilingual Education is a term that refers to the teaching of academic content in two languages in a native and second language. Bilingualism is the ability to communicate fluently in a language other than your native language. Varying amount of each language is used depending on the outcome goal of the model. Nowadays the numbers of people that are able to speak more than one language have been increased in so many parts of the world. According to **Task** (1999) about 70 percent of the people in the world are bilingual. This demonstrates the necessity of investigating the role of bilingualism in the process of teaching and learning a foreign language. Across other countries in the world the bilingualism phenomenon is exist in, Sudan. Furthermore there are variety of language and dialect in different parts of the country. So there might be differences between monolingual and bilingual students in learning foreign language. English is a foreign language in Sudan and learning a foreign Language to communicate with other countries is an essential issue in a developed country. This study intends to highlight to what extend the role of bilingual education in Enhancing student research by the teachers of English language at higher

secondary school level in Elobeid town, Sheikan locality of North kordofan state. during 2019-2020. The objective of the study was to know the role of bilingual education in enhancing students' research skills, the most important factor of success in bilingual education, interpret and analyze the role and significant of bilingual education in promoting and enhancing students research skills One theory that was previously used to describe bilingualism in the balance theory. This is also known as the separate underlying proficiency (S.U.P) model. This theory states that language is held separately in the mind. It is believed that when an individual increases competently in one language, the competency of the second language diminishes. This belief assumes that the content and skills learned in one language will not Transfer to the other language (Bilash, 2009). Bilingual ism is unique among the contextual and experiential variable that are near included in research into child development first it is unique because of it is prevalence. It's generally believed that more than half of the world's population is bilingual (Ritchard, 2020) It is often assumed that younger bilingual are lexically delayed in comparison with monolinguals. Comprehensive comparison of comprehension and production vocabulary in 31 first boom bilingual and 30 matched monolingual children fail to find empirical foundation for these assumptions. Several raters for completed Dutch and French adaptation of the Mac due to the many ways in which individuals learn language there have been numerous term used to describe the various levels of language learning related to bilingualism . These terms include English language learner. English language as second language, and limited English proficiency.

There are a wide variety of benefits of bilingual education. We have found that bilingual people have more advanced cognitive skill than those who speak only one language additionally; they develop multicultural skills to be able to thrive in an increasingly diverse society. It's even been shown to prevent dementia and Alzheimer disease for Latino and Mexican American children living in the United States whose first language is Spanish, it also connects them with their heritage and families. Often when a student is prevented from developing his or her first language, they cut ties with their family in their country of origin. Bilingualism helps bridge this generational divide. There are many advantages of bilingual education. If your child is bilingual when they are ready to start kindergarten or school learning in a bilingual school can reinforce their language. If your child can speak only one language giving them a bilingual education can help them to acquire an additional language in a short amount of time. so if your home language is English but you want to teach your child Spanish or Chinese for example this is one way to be sure your child become proficient in both . A bilingual education can strengthen executive function of the brain. In fact Research shows that because bilingual students are able to use two languages at the same time, switching consistently, it develops skills for functions such as inhibition, switching attention and working memory. As such students who are being education bilingual, often perform better on tasks which require multi, tasking, decision making and problem solving, went through they have nothing to do with the language .One of the major benefits of bilingual is that kids are not only raised to be bilingual but also to be bilaterally this gives your child more choices when it comes to choosing further education. There is considerable evidence that learning the native language has many advantage for language minority students (see eg .Cunnings, 1981) it facilitates the development of both basic and advanced literacy (Stephen krashen, 2018) .In the native language and in English they encounter more

comprehensible and enhance cognitive and social development (**Hakut, 1986**). Many schools treat the native language minority students as a problem to be overcome. Adapting a remedial attitude, with its attendant native connotation, minority students can benefit greatly however from an additive bilingual environment. **Richard D. Lambert (1987)** started a two-way programme where students' native language is highly valued and their language knowledge is considered a resource; it is also important for fluent speakers of English to have an opportunity to learn another language. Research has demonstrated that these students who speak the majority language of the wider society benefit from an immersion experience for language learning and don't suffer academically when structure is provided via a second language (**Genesee, 1987, Harley, Allen, Cummins and Swan, 1990**). By writing this two-way bilingual programme helps to expand our nation's overall language competence by conserving and enhancing the language resources that minority students bring to school with them and promoting the learning of other languages by English speakers. **Kaestle (1993)** calls plainly he quoted many education officials and researchers as why this native image Emerson Elliot suggest at the policy level you have to think about supporting research primarily on the ground that ultimately it is expected to have some impact on the performance of American education research is the lack of connection between their (the researchers) research and teachers practice (**Kaestle, 1993 p:27**).

METHODOLOGY

Primary data were collected via structured questionnaire following random sampling technique (48) respondents representing 27% of the total English language teachers (185). Descriptive statistical analysis (tables of frequencies and cross-tabulation. Chi-square was used to test the association between the variables) and Likert model (Median and chi-square test) were used for data analysis.

RESULTS AND DISCUSSION

4.1: Respondents Qualification:

The results show that 39.6% of the respondents hold a bachelor degree, 43.7% get a master degree and 16.7% are PhD holders (Table 4.1 and).

Table (4.1): Respondent qualification

Items	frequency	percent
B.A	19	39.6
M.A	21	43.7
PHD	8	16.7
Total	48	100.0

4.2: Respondents years of Experience

The results of the study showed that the majority of the respondents had more than 10 years of experience, with a rate of 77.1%, while the percentage of those with 5-10 years of experience was 18.8%, and the percentage of those whose years of experience were less than 5 years 4.2%. (Figure 4.1).This result reflects the long experience of the teachers.

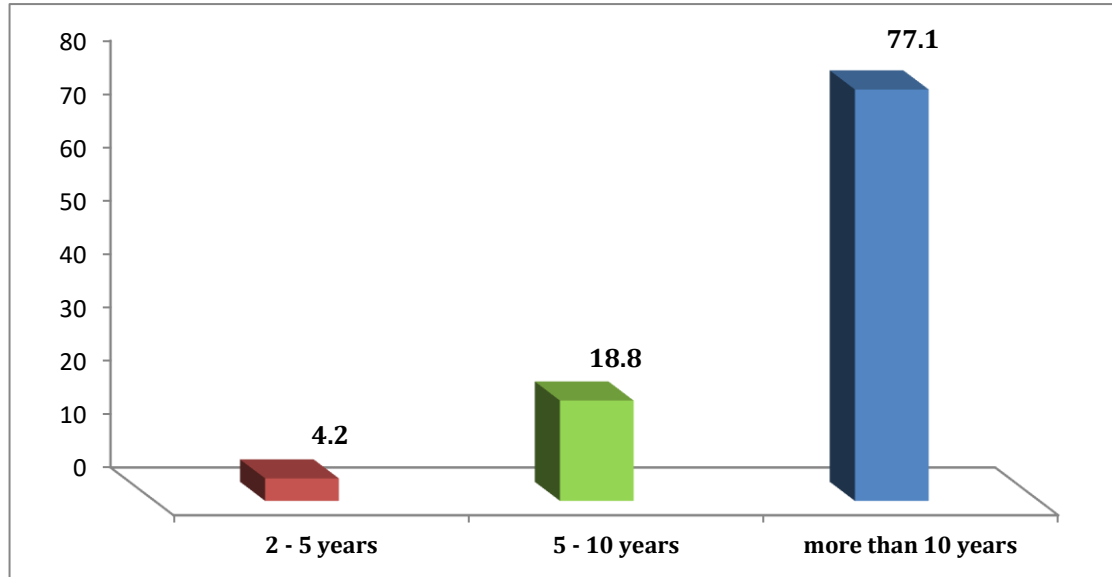


Figure (4.1): Respondents Years of Experience

4.3: Learning the Bilingual Education Enhance Students Research Skills.

The results showed that the majority of those targeted were agreeing to Learning the Bilingual Education Enhance Students Research Skills as they reached 54.2%, while 31.2% strongly agreed, 6.2% strongly disagreed 6.2% Disagree, and 4.2% did not express specific answers. Within this result those agreeing (St. agree and agree) with the statement were 85.4%. So, the first statement is highly approved because the majority of the teachers agreed that learning bilingual education enhance students’ research skills (Table 4.2).

Table (4.2): Learning Bilingual Education Enhance Students Research Skills

Items	Frequency	Percent
St. Agree	15	31.2
Agree	26	54.2
St. Disagree	2	4.2
Disagree	3	6.2
Not sure	2	4.2
Total	48	100.0

4.4: Bilingual education means finding various pedagogical theories and methodologies for practical usage

The results showed that, the majority of those targeted were agreeing to Bilingual education means finding various pedagogical theories and methodologies for practical usage as they reached 58.3%, while 18.8% strongly agreed, 6.2% strongly disagreed, 4.2% Disagree, and 12.5% not sure. Those who agreed were 77.1%.According to this finding the third statement is fairly accepted, because many teachers agreed that, bilingual education means finding various pedagogical skills (Table 4. 3).

Table (4.3): Bilingual education means finding various pedagogical theories and methodologies for practical usage

Items	frequency	percent
St. Agree	9	18.8
Agree	28	58.3
St. Disagree	3	6.2
Disagree	2	4.2
Not sure	6	12.5
Total	48	100.0

4.5: Research that aims the effectiveness of bilingual education focus on both the language of instruction and models

The results showed that the majority of those targeted were agreeing to Research that aims the effectiveness of bilingual education focus on both the language of instruction and models as they reached 58.3%, while 20.8% strongly agreed, 4.2% strongly disagreed, 8.3% Disagree, and 8.3% not sure, Those who agreed with this statement were 79.1%.According to this finding the fourth statement is fairly accepted, because many teachers agreed that, the research of bilingual education should focus on both the language of instruction and models.(

Figure 4.2).

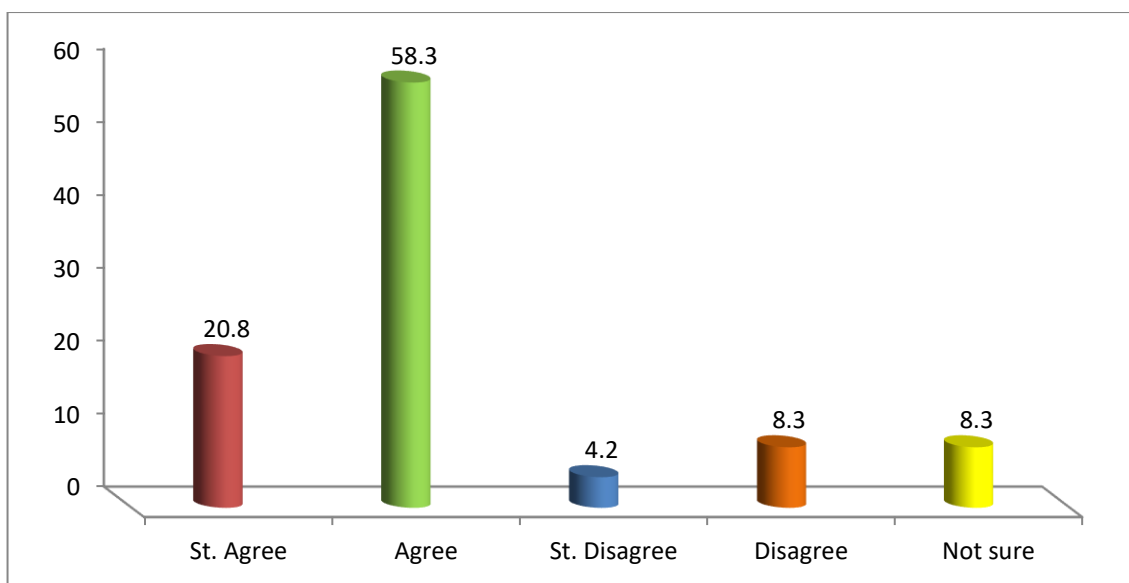


Figure (4.2): Research that aims the effectiveness of bilingual education focus on both the language of instruction and models

4.6: The goal of bilingual research is to understand how different communities employ different paths in the implementation of successful bilingual education

The results showed that the majority of those targeted were agreeing to the goal of bilingual research is to understand how different communities employ different paths in the implementation of successful bilingual education as they reached 54.2%, while 16.7% strongly agreed, 10.4% Disagree, and 18.8% not sure.70.9% of the respondents agreed with the fifth statement that different communities employ different paths to achieve successful bilingual education (Table 4. 4).

Table (4.4): The goal of bilingual research is to understand how different communities employ different paths in the implementation of successful bilingual education

Items	frequency	percent
St. Agree	8	16.7
Agree	26	54.2
Disagree	5	10.4
Not sure	9	18.8
Total	48	100.0

4.7: Most evaluation research up to date is being an attempt to determine the best way to {do} bilingual education.

The results showed that the majority of those targeted were agreeing to Most evaluation research up to date is being an attempt to determine the best way to {do} bilingual education as they reached 37.5%, while 29.2% strongly agreed, 8.3% strongly disagreed, 14.6% Disagree, and 10.4% not sure. It is explicit that statement number 6 is fairly good, because great number of teachers (66.7%) contend that evaluation research is an attempt to determine the best way to do bilingual education (Table 4.5).

Table (4.5): Most evaluation research up to date is being an attempt to determine the best way to {do} bilingual education.

Items	frequency	percent
St. Agree	14	29.2
Agree	18	37.5
St. Disagree	4	8.3
Disagree	7	14.6
Not sure	5	10.4
Total	48	100.0

4.8: English as the bilingual education helps students achieve other subjects.

The results showed that the majority of those targeted were agreeing to English as the bilingual education helps students achieve other subjects as they reached 48.3%, while 27.1% strongly agreed, 8.3% strongly disagreed, 10.4% Disagree, and 10.4% not sure. It is clear that the seventh statement is accepted because 70.9% of the respondents agreed that English as bilingual education helps students achieve other subjects (Table 4. 8).

Table (4.6): English as the bilingual education helps students achieve other subjects.

Items	frequency	percent
St. Agree	13	27.1
Agree	21	43.8
St. Disagree	4	8.3
Disagree	5	10.4
Not sure	5	10.4
Total	48	100.0

4.9: The good teacher should have sufficient knowledge on other field to promote the student research study

The results showed that the majority of those targeted were agreeing to The good teacher should have sufficient knowledge on other field to promote the student research study as they reached 60.4, while 33.3strongly agreed, 4.2strongly disagreed, and 2.1% not sure. Those who agreed were 93.7%, so it is clear that the 8th statement of the questionnaire is largely approved, which means teachers should have sufficient knowledge on other field to promote the student research study (Figure 4.3).

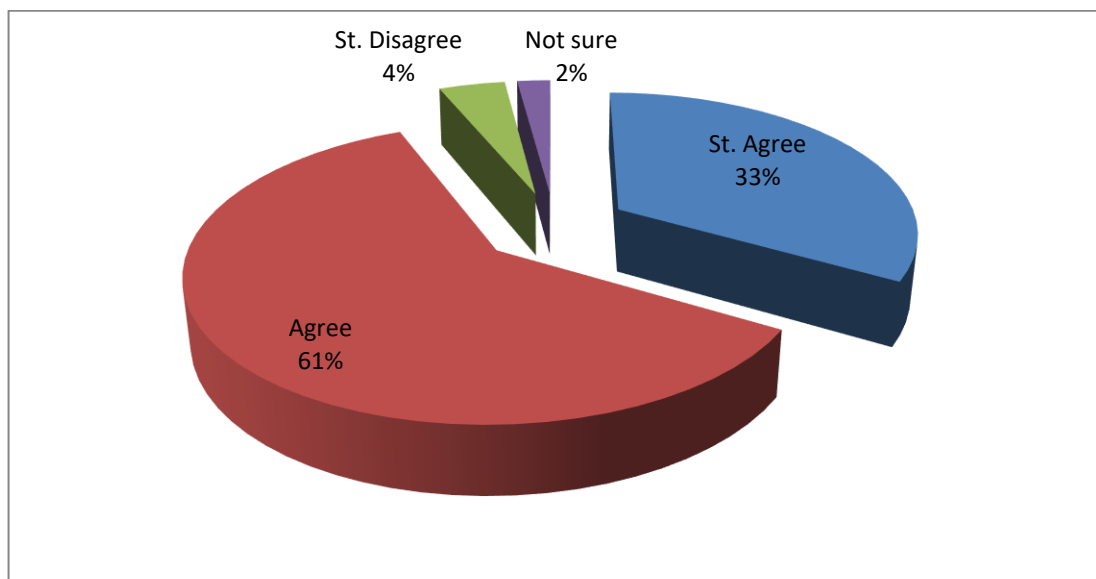


Figure (4.3): The good teacher should have sufficient knowledge on other field to promote the student research study

4.10: The most important factor of success in bilingual education is motivation

The results in (Table 4.12 and Figure 4.12) showed that the majority of the respondents were agreeing to the most important factor of success in bilingual education is motivation as they reached 52.1%, while 35.4% strongly agreed, 4.2% strongly disagreed, 4.2% Disagree, and 4.2% not sure. Which means that, the total who agreed were 87.5% which agreed with 10th statement motivation plays important role in successful bilingual.

Table (4.7): The most important factor of success in bilingual education is motivation

Items	frequency	percent
St. Agree	17	35.4
Agree	25	52.1
St. Disagree	2	4.2
Disagree	2	4.2
Not sure	2	4.2
Total	48	100.0

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the discussion in this study, the following results are observed clearly

- 1- A lot of teachers agreed that bilingual education enhance students research skills (62.5%)
- 2- The effectiveness of bilingual education focus on both the language of instruction and models (79.1%).
- 3- Bilingual education means finding various pedagogical theories and methodologies for practical usage (77.1%).
- 4- The good teacher should have sufficient knowledge on other field to promote the student research study (93.7%).
- 5- The most important factor of success in bilingual education is motivation (87.5%).

Recommendations

In the light of the above results, the study put forward the following recommendations:

- 1- It would be better to have more bilingual groups or work on other skills such as speaking, listening, writing, and sub-skills.
- 2- Further researchers can do this study with more students from different grades with male and female students.

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