

THE IMPACT OF USING ENGLISH-ENGLISH INSTRUCTION ON IMPROVING LANGUAGE SKILLS FOR SEVENTH GRADERS

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ABSTRACT

Arkin (2013) claims that the medium of education should be English if the purpose is to prepare students for international jobs. This research aimed at finding out the impact of using E-E instruction on improving the achievement of 7th graders at Jenin Camp Girls' School and Qalandiya Camp Boys' School, Palestine. The sample of the study comprises of (150) students in both schools. The study follows the experimental study design with two intact groups. Moreover, some quantitative and qualitative tools were used. The researchers used a t-test and eight interviews with teachers and students at Jenin Camp Girls' School and Qalandiya Camp Boys' School. T-test online calculator was used to analyze the results. The results showed that E-E instruction is more efficient on improving the students' achievement than the use of E-A instruction at Jenin Camp Girls' School. However, at Qalandiya Camp Boys' School the results do not prove the efficiency of using E-E instruction. In addition, the interviewees expressed their positive attitudes toward the use of EMI (English as a medium of instruction). The study recommended that there is a need to study the effect of using E-E instruction on improving speaking skill.

KEYWORDS: English As A Medium Of Instruction (Emi), Students' Achievement, English-English Instruction, English-Arabic Instruction.

INTRODUCTION

English is the language of the era because it has a prominent role and status all over the world. As being the language of communication between people who have different languages and races, English became an international language. Therefore, it involved in all scientific and technology discipline. Learning of English

became a necessity for students to engage themselves while they are dealing with technology developments.

"The medium of education should be English if the aim is to prepare students for international career" (Arkin, 2013: 1).

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The use of English as a medium of instruction or the use of L1 as a medium of teaching English language is the most controversial question that should be answered. The consequences of using each one affect the student's future.

Many researchers confirmed on the efficiency of using E-E instruction in EFL classes rather than the use of L1 (Native Language) for the same purpose. Ryhan (2014) asserted that a huge number of international educational organizations declare that the use of English as a medium of instruction is very important in EFL (English as a Foreign Language) classrooms. The positive side, in this case, is to help students to reduce the barriers that will face them during learning the English language. Later, they will be able to deal with other objects of language like grammar rules and new vocabularies.

As a result of using L1 as a medium of instruction in the Arab world, this created many problems for the students. They have many difficulties to understand English language and cope with it as a second one. As a sequence, some English lessons are transformed into Arabic.

Our study aims to investigate the impact of using E-E instruction (English-English Instruction) on improving the achievement of 7th graders at Jenin Camp Girls' School and Qalandiya Camp Boys' School. The researchers used a t-test as a quantitative tool and some interviews as a qualitative tool. This study is conducted to introduce practical results through using t-test towards the benefit of the educational process in Palestine, especially the refugee-camps operated by UNRWA.

STATEMENT OF PROBLEM

This study is formulated to investigate the impact of using E-E instruction on the achievement of 7th graders at Jenin Camp Girls' School and Qalandiya Camp Boys' School. It also

tries to examine if the use of L2 in EFL classrooms should be mixed with L1 or not. However, Arabic language is still used a lot by teachers despite the recommendations that advise teachers to use English language as a medium of instruction in classrooms. In brief, this study aims to provide suggestions and recommendations for teachers and stake holders in order to enhance the students' achievement through using E-E instruction in EFL classrooms.

BACKGROUND

In spite of great developments that have asserted on the efficiency of using EMI (English as a medium of instruction), there are some weaknesses in this field. English as a medium of instruction is rarely used inside EFL classrooms. Firstly, the use of it increases learners' anxiety and reduces relaxing learning environment. Secondly, the idea of culture-steered is still dominant with English-Arab teachers, they want to bring their own cultural and background knowledge in discussing all subjects. Thirdly, some researchers believe that the use of EMI doesn't facilitate the students' learning for new vocabularies and grammar rules. Finally, the limited use of English as a foreign language in real life situation prevents the students from adapting themselves with English language in EFL classes.

Another reason is provided by karma & Hajjaj (1989:2) *"most teachers are Arab teachers of English, whose experience in the language, as trainees and teachers, is the most cases limited to English as a foreign language teaching/learning situations, and who have little, if any, genuine use of the language as a means of communications"*.

SIGNIFICANCE OF THE STUDY

Despite the fact that many studies were conducted in the area of E-E instruction, this

study is conducted to introduce practical results through using t-test towards the benefit of the educational process in Palestine, especially the refugee-camps operated by UNRWA. Therefore, E-E instruction is a fundamental stage to help students to reduce the barriers that will face them during learning English language.

STUDY LIMITATIONS

There are many limitations for our study:

1. The study can't be generalized because it is limited to the Palestinian community.
2. The time span is only three weeks to apply the intervention.
3. We have not done a pilot study because of time limitation.
4. Some of the students do not usually answer in a responsible way.
5. The application of the study is highly charged and need financial supporting.

LITERATURE REVIEW

Vu & Burns (2014: 140) noted that the language and language strategy researchers have a great interest to enhance English language as a standard of instruction in the field of globalization and internationalization. Although acknowledgment of a number of troubles and restrictions concerning EMI, it has been commonly introduced into different non-native English-speaking (NNES) countries. *"The question of what challenges face stakeholders in the implementation of EMI was our major focus in a two-year project that investigated a new EMI undergraduate program in Vietnam"*. The interview section of the study faces many challenges that were caused by students' language proficiency, their own language abilities and learning styles, educational subjects and resource accessibility. Based on these results, proposals are prepared for improving the accomplishment of related programs.

Ryhan (2014: 140) noted that English as a medium of Instruction is considered as a debatable issue in many advanced education foundations across the Kingdom of Saudi Arabia (KSA). He suggested that *"the Ministry of Higher Education mandates English as the Medium of Instruction (EMI) in all the higher education institutions across the kingdom"*. Arabic language is considered the only medium of instruction in all the schools up to the secondary level, because it is the native language of the citizens and the only verbal language in the whole area. English is officially exposed as the language of teaching in undergraduate stage. The chaos and hideous issues will be created as a result of this unexpected exchange in language and the medium of instruction. Every university has its own detached English Language Centre (ELC) in addition to elementary year curriculum where it extremely prepares and coaches scholars for the English language. *"Emphasis is laid upon improving students reading, writing, speaking, and listening skills"*. There is an existence of a huge gap between teaching and learning, knowledge acquisition, and overall understanding of the subjects as a result of using English language as a medium of instruction. On the other hand, many researchers have exposed Arabization is also a main helpful factor in creation the complex situation. Through the course of classroom instruction scholars and teachers meet advanced stages of difficulties and barriers. This article recognizes the break between English medium instruction (EMI) and Arabic medium instruction (AMI) and examines the original reason of the subjects taking into a consideration the information of other case studies.

Muthanna & Miao (2015: 59) noted that this study delineates the importance of exploring the attitudes of local learners towards the use of the English as a medium instruction (EMI)

approach in their plans in China. In this study they gave us an idea about the importance of motivation in the processing of attitudes and how English is affirmed in their country. They conducted semi-structured interviews with six graduate students from different fields. The results of the interviews indicated that the subject has a favorable outlook towards the use of English as a medium of instruction in their curriculum. *"The participants, furthermore, expressed their complete readiness to join post-graduate programs wherein only the EMI strategy is implemented"*. The benefit of this study is to help the participants in making a connection between other scholars, found good and international relationships and improves their leadership skills. In addition, this study concentrated on the quantity of education rather than on the quality. In conclusion, the article offers a proposal for how to meet the learners' language needs and achieve a high rank in comparison with other international universities.

Arkin (2013:3) stated that this study shed a light toward the impact of English medium instruction in Turkish classrooms through using an exploratory case study. The first step is made a survey to undergraduate university students who studied at an English – medium university. Then, the study makes a decision to extra investigate the topic in more intensity and carries out two case studies which contained videotaped classroom oversight and record interviews with participating learners using motivated recall, and management of equivalent exams in English and Turkish. The outcomes of the first case found out that students still had difficulties following the lesson and understand the material despite of the fact that teachers tried to decrease their speech and depend on content redundancy. *"The findings gathered from the second case study revealed a significant disadvantage when*

the students answered a parallel set of questions in English". Finally, the study suggested to use content and language integrated learning (CLIL) instead of English-medium instruction (EMI).

Wong (2010: 119) noted that this study aims to explore the helpfulness of using English as a sole medium of instruction in Hong Kong. The researcher used two groups of students to find out the effect of English language on improving students' achievement. *"In one English class, an English-only policy was strictly enforced, while in the second class the use of Cantonese (the students' first language) was permitted"*. The outcomes of the study reveal that the first class achievement is higher than the second one.

METHODOLOGY

RESEARCH OBJECTIVES

1. To find out the impact of using E-E instruction on improving the achievement of 7th graders at Jenin Camp Girls' School.
2. To find out the impact of using E-E instruction on improving the achievement of 7th graders at Qalandiya Camp Boys' School.
3. To find out the reasons that hinders the use of E-E instruction in EFL classes at Jenin Camp Girls' School and Qalandiya Camp Boys' School.
4. To find out the procedures that teachers can employ to facilitate the use of English language in learning and teaching 7th graders at Jenin Camp Girls' School and Qalandiya Camp Boys' School.

RESEARCH QUESTIONS

This study has four questions as follows:

1. What is the impact of using E-E instructions on improving the achievement of 7th graders at Jenin Camp Girls' School?

2. What is the impact of using E-E instruction on improving the achievement of 7th graders at Qalandiya Camp Boys' School?
3. What are the reasons that hinder the use of E-E instruction for 7th graders at Jenin Camp Girls' School and Qalandiya Boys' School?
4. What are the procedures that teachers can employ to facilitate the use of English language in learning and teaching of 7th graders at Jenin Camp Girls' School and Qalandiya Camp Boys' School?

These questions will be transformed into null hypotheses in order to find out the P-value of the t-test on the confidence level less than 0.05 or 95% interval.

The main questions were transformed into Null hypothesis which appears as follows:

1. There is no statistically correlation between the use of E-E instruction and improving the achievement of 7th graders at Jenin Camp Girls' School.
2. There is no statistically correlation between the use of E-E instruction and improving the achievement of 7th graders at Qalandiya Camp Boys' School.

RESEARCH DESIGN

The experimental study design was used to find out the impact of using E-E instruction. In this study, some qualitative and quantitative tools were used. The researchers used arbitrated pre-test and post-test. The tool is a competency battery extracted from www.ispilledthebeans.com which is used worldwide and validated by many researchers to find out the effect of E-E instruction on improving the achievement. The t-test consists of (100) items that are divided into (17) exercises. These exercises cover the four skills (listening, reading, speaking and writing) and try to check the students' fundamental abilities in English language from

first grade until seventh grade. In addition, the exercises inside the t-test are ranging from easy to difficult level. The exercises are comprehensive and they measure students' abilities in all language skills and sub-skills. Each exercise has a specific objective in an organized manner not haphazardly. Furthermore, the t-test is validated by many arbitrators. Eight qualitative interviews with teachers and students were used to support the results of the t-test. The main study question will be transformed into null hypothesis in order to find out the P-value of the t-test on the confidence level less than 0.05 or 95% interval.

PARTICIPANTS AND SAMPLING

The population of this study is 240 students from 7th grade at Jenin Camp Girls' School and Qalandiya Camp Boys' School. The sample is 150 students that are chosen as random-intact groups.

The study is conducted at Jenin Camp Girls' School. Thirty eight students from 7th class (A) participated as a control group and thirty eight students from class (B) participated as an experimental group. Moreover, the study is conducted at Qalandiya Camp Boys' School. Thirty seven students from 7th class (A) participated as a control group and thirty seven students from class (B) participated as an experimental group.

The selection of 7th grade level is chosen purposefully as the seventh class is the middle stage in all educational levels in Palestinian schools. That means English teachers should be careful in teaching the students according to their fundamental abilities in the previous stage addressing their needs and fostering their abilities.

INSTRUMENTATION

In this study the researchers used both qualitative and quantitative tools that are eight

interviews and the t-test respectively. The t-test contains (100) items that are divided into (17) exercises. The arbitrated pre-test and post-test were utilized. The tool is a competency battery extracted from www.ispilledthebeans.com which is used worldwide and validated by many researchers to find out the effect of E-E instruction on improving the achievement. The exercises cover the four skills (listening, reading, speaking and writing) and try to check the students' fundamental abilities in English language from first grade until seventh grade. In addition, the exercises inside the t-test are ranging from easy to difficult level. The exercises are comprehensive and they measure students' abilities in all language skills and sub-skills. Each exercise has a specific objective in an organized manner not haphazardly. Furthermore, the t-test is validated by Dr. Osama Abu Baha, Dr. Abdul-Hamid and Dr. Salah Assaf. (See Appendix No. 1).

In addition, the researchers used eight interviews to explore the impact of using E-E instruction on improving the achievement of 7th graders at Jenin Camp Girls' School and Qalandiya Camp Boys' School. Four interviews are implemented with English teachers in both schools.

VALIDITY AND RELIABILITY

Joppe (2000) defines reliability as the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. The study is reliable because the battery has produced promising results when used again and again.

Joppe (2000) reported that validity determines whether the research truly measures that which it was intended to measure or how

truthful the research results are. In other words, does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.

This study is valid because it is a pre-established test on which is used worldwide. The tool is a competency battery extracted from www.ispilledthebeans.com which is used worldwide and validated by many researchers to find out the effect of E-E instruction on improving the achievement. The t-test has been exposed to many arbitrators inside Palestinian Universities.

INTERVIEWS

To triangulate the quantitative data collected, the researchers used eight interviews to investigate the impact of using E-E instruction on improving the achievement of 7th graders at Jenin Camp Girls' School and Qalandiya Camp Boys' School. Two interviews with teachers and other two interviews with students are conducted at Jenin Camp Girls' School. Moreover, the researchers have conducted two interviews with teachers and two interviews with students at Qalandiya Camp Boys' School.

Teachers interviews consist of six questions, these questions are:

1. How often do you use English as a medium of instruction in your classes?
2. What factors do you think that contribute to the problems concerning EMI (English as a Medium of Instruction) in EFL classes?
3. What challenges do teachers face in using EMI in their classes?
4. How can the use of English as medium of instruction be improved in EFL classrooms?
5. What is your perception towards the use of Arabic as a medium of instruction (AMI)?

6. Do you think that English should remain a medium of instruction in EFL classrooms?

Students interviews consist of five questions, these questions are:

1. Which language did your English teacher normally use in your English lessons this year?
2. Would you prefer that your teacher use total or partial English in his\ her lessons?
3. Do you have any difficulty in understanding your English teacher?
4. To what extent do you think that using English as the only medium of instruction is effective in the development of your English skills?
5. How can the use of English as medium of instruction be improved in EFL classrooms?

DATA ANALYSIS

In this study, some qualitative and quantitative tools were used. The t-test is used as a reliable quantitative instrument. In addition, the t-test is going to apply on seventh graders at Jenin Camp Girls' School and Qalandiya Camp Boys' School to explore the effect of using E-E instruction on the achievement of the students. The t-test exercises will be corrected manually. After that, the t-test results are going to analyze automatically by the SPSS program (t-test online calculator). Moreover, another qualitative tool will be used which is the interview.

Four interviews are going to be conducted with teachers in both schools. Each teacher will be asked six questions related to the topic. On the other hand, four interviews are going to be conducted with students in both schools. Each student will be asked five questions related to the topic. These questions are used in order to investigate their opinions about the efficiency of E-E instruction in EFL classes and its drawbacks.

RESULTS AND DISCUSSION

STUDY PROCEDURES

One hundred fifty (150) students were selected since it is difficult to work with the whole population. The first step was selecting random intact-groups. Second, the students were given some explanations and instructions before they answer the t-test that contains pre-test and post-test items. After choosing the experimental and control groups, the pre-test was conducted in four classes.

The intervention which was implemented in this study was the use of E-E instruction through the FFL classes and lasted for three weeks .The experimental group was exposed to E-E instruction where two EFL classes were conducted in both male and female schools. On the other hand, the control groups were taught traditionally by using E-An instruction. At the end of the three weeks, a standardized post-test was given to both groups in the quest to answer the questions. Post-test results show whether this intervention is effective in enhancing the performance of the students or not.

RESULTS OF PRE-TEST

HOMOGENEITY OF GROUPS

There is homogeneity between the groups of the sample because they are similar in many things. Firstly, they are in the same level, which is 7th Grade. Secondly, both groups have the same conditions, which are the same number of students, the similar level of achievements (beginner, intermediate, and advanced) and the same age.

There is a similarity in students' pre-test results at Jenin Camp Girls' School. For example, the first five items show homogeneity in their outcomes which are 37, 38, 26, 12 and 28.5 in the experimental group. In the opposite side,

the results are 11, 27, 63, 58 and 65 respectively. The results are similar in both groups. For example, the outcomes of the last five items are 12, 17, 31, 8 and 35. On the other hand, the results are 1, 11, 5, 28 and 1 respectively.

There is a gap but still there is a great weakness in the average of students' results at Jenin

Camp Girls' School and Qalandiya Camp Boys' School. Figure (1) shows that the average of the experimental group at Jenin Camp Girls' School is (35.7) while the average of the control group is (38.27). On the other hand, the average of the experimental group at Qalandiya Camp Boys' School is (18.29) while the average of the control group is (17.3).

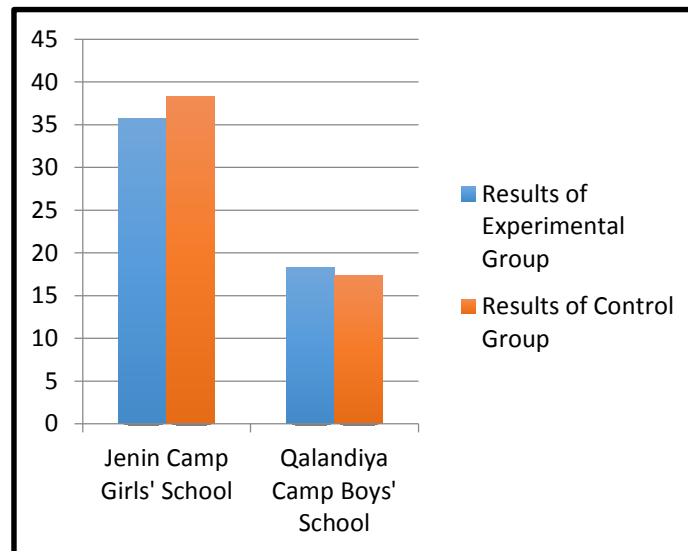


Figure 1. Pre-test average at Jenin Camp Girls' School and Qalandiya Camp Boys' School

This weakness in students' results in both schools refers back to many reasons. Firstly, the gender of students may affect their results. In general, female students usually study hard in comparison with male students and take more responsibility for their school duties. Secondly, the region of the two schools may affect the students' results. Each school has its own traditions and life style. Finally, the ways of teaching that the teachers use inside the classroom may have a great impact on students' pre-test results.

On the other hand, this study is heterogeneous because it depends on different gender, schools and teachers. The female and male students were observed at Jenin Camp Girls' School and

Qalandiya Camp Boys' School respectively. In addition, the different gender of teachers and educational levels could also affect the results. For example, some of them have diplomas and others have BA (Bachelor of Arts) degrees. Moreover, each region was included in this study has its own customs and way of life. All in all, the homogeneity and heterogeneity of the two groups may impact on the results of this study.

RESULTS OF POST-TEST

The post-test was conducted at Jenin Camp Girls' School and Qalandiya Camp Boys' School. Look at Table (5) which shows the results of the post-test in both schools.

Table 1. Results of the post-test at Jenin Camp Girls' School and Qalandiya Camp Boys' School

No.38 students	Jenin Camp Girls' School		Qalandiya Camp Boys' School	
	Exper. Group	Control Group	Exper. Group	Control Group
Average	57.4%	47.1%	21.94%	18.7%

According to Table (1), there is a substantial improvement in the students' post-test results at Jenin Camp Girls' School. The average of the experimental group is (57.4) which is higher than the control group which is (47.1).

On the other hand, Table (1) reveals that there is an enhancement in students' post-test results at Qalandiya Camp Boys' School. The average of

the experimental group is (21.7) that are superior to the control group which is (18.7).

As we notice in Figure (2) which shows the post-test result at Jenin Camp Girls' School and Qalandiya Camp Boys' School, there is also a weakness in post-test results between male and female schools. The reasons of this gap are mentioned previously.

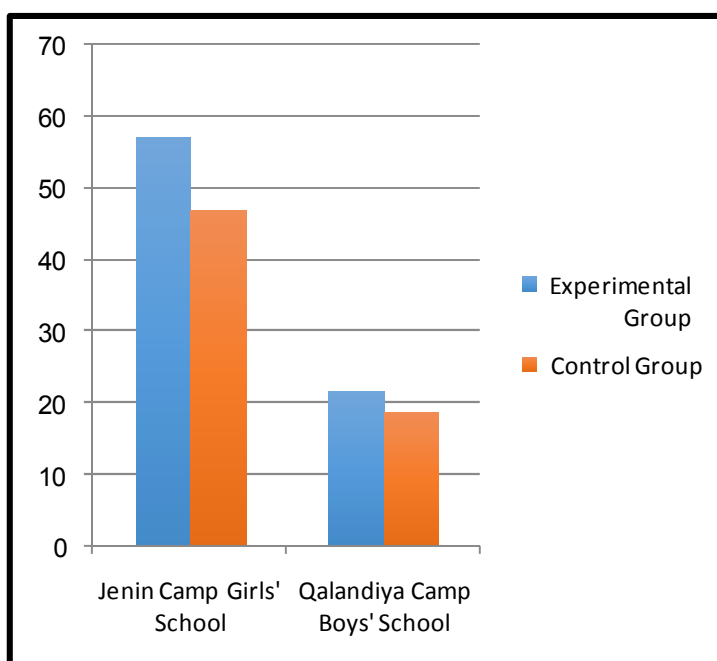


Figure 2. Post-test average at Jenin Camp Girls' School and Qalandiya Camp Boys' School

ANSWERS OF THE STUDY QUESTIONS

ANSWER OF QUESTION NO. 1: ONE TAILED

"What is the impact of using E-E instructions on improving the achievement of 7th graders at Jenin Camp Girls' School?" To answer these questions, the researchers tested the following null hypothesis:

There is no statistically correlation between the

use of E-E instruction and improving the achievement of 7th graders at Jenin Camp Girls' School.

To examine the first hypothesis, results of the experimental and control groups were Computed by using t-test online calculator. T-test calculator was used to measure the significant differences. Firstly, the researchers examined the use of E-A instruction for the control group at Jenin Camp Girls' School.

Table 2. The P-value of using E-A instruction for the control group at Jenin Camp Girls' School

Control Group	pre-test	post-test
Mean	38.355	47.197
SD	16.049	15.722
SEM	2.604	2.550
N	38	38
95% confidence level	P-value	0.0177 Statistically significant
t= 2.4261	df= 74	Standard error of difference= 3.645

Table (2) shows the P-value of using E-A instruction for the control group at Jenin Camp Girls' School. The P-value is 0.0177. The results are statistically significant at $p < .05$. Secondly,

the researchers examined the use of E-E instruction for the experimental group at Jenin Camp Girls' School.

Table 3. The P-value of using E-E instruction for the experimental group at Jenin Camp Girls' School

Experimental Group	pre-test	post-test
Mean	34.816	57.395
SD	14.674	18.618
SEM	2.380	3.020
N	38	38
95% confidence level	P-value	0.0001 Statistically significant
t= 5.8714	df= 74	Standard error of difference= 3.846

Table (3) shows the P-value of using E-E instruction for the experimental group at Jenin Camp Girls' School. P-value is 0.0001. The results are statistically significant at $p < .05$.

7th graders at Jenin Camp Girls' School. This results were in congruence with Ryhan (2014) who highlighted the importance of using E-E instruction.

The post-test findings show that E-E instruction improves students' achievement. The P-value of the control group which is taught by using E-A instruction is 0.0177 which is also surprisingly significant. On the other hand, the P-value of the experimental group which is taught by using E-E instruction is 0.0001. Despite that the results of the two groups are statistically significant; the results of the experimental group are less than the control group. Students' achievement is improved in both groups but the experimental group is much better because the P-value is 0.0001 which is less than 0.0177.

ANSWER OF QUESTION NO. 2: ONE TAILED

"What is the impact of using E-E instruction on improving the achievement of 7th graders at Qalandiya Camp Boys' School?" To answer this questions, the researchers tested the following null hypothesis:

There is no statistically correlation between the use of E-E instruction and improving the achievement of 7th graders at Qalandiya Camp Boys' School.

Consequently, the null hypothesis was rejected. It was found that there is a statistically correlation between the use of E-E instruction and improving the achievement of

To examine the second hypothesis, results of the experimental and control groups were computed. T-test calculator was used to measure the significant differences. First, the researchers examined the use of E-A instruction for the control group at Qalandiya Camp Boys' School.

Table 4. The P-value of using E-A instruction for the control group at Qalandiya Camp Boys' School

Control Group	pre-test	post-test
Mean	17.51	18.76
SD	15.85	15.28
SEM	2.61	2.51
N	37	37
95% confidence level	P-value	0.7322 Not statistically significant
t= 0.3435	df= 72	Standard error of difference= 3.619

Table (4) shows the P-value of using E-A instruction for the control group at Qalandiya Camp Boys' School. The P-value is 0.7322. The results are not statistically significant $p > 0.05$.

Secondly, the researchers examined the use of E-E instruction for the experimental group at Qalandiya Camp Boys' School.

Table 5. The P-value of using E-E instruction for the experimental group at Qalandiya Camp Boys' School

Expe. Group	pre-test	post-test
Mean	18.32	21.41
SD	14.86	15.65
SEM	2.44	2.57
N	37	37
95% confidence level	P-value	0.3881 Not statistically significant
t= 0.8683	df= 72	Standard error of difference= 3.548

Table (5) shows the P-value of using E-E instruction for the experimental group at Qalandiya Camp Boys' School. The P-value is 0.3881. The results are not statistically significant $p > 0.05$.

disagreed with Al-Balawi (2016) who noted that there are positive attitudes towards the use of E-A instruction in EFL classes from teachers' perspective. In addition, the results disagreed with Ryhan (2014) who highlighted the importance of using E-E instruction.

The post-test findings show that E-E instruction does not improve students' achievement. The P-value of the two groups is not statistically significant. Consequently, the null hypothesis was accepted. It was found that there is no correlation between the use of E-E instruction and improving the achievement of 7th graders at Qalandiya Camp Boys' School. The results

PRE-TEST AND POST-TEST ANALYSIS AT JENIN CAMP GIRLS' SCHOOL

The standardized pre-test and post-test were applied at Jenin Camp Girls' school .See Table (6) and (7) which show the analysis of these two tests.

Table 6. The analysis of the pre-test for the experimental and control groups at Jenin Camp Girls' School

Pre-test	Experimental Group	Control Group
Mean	34.816	38.276
SD	14.674	16.051
SEM	2.380	2.604
N	38	38
95% confidence level	P-value	0.3298 Not statistically significant
t= 0.9809	df= 74	Standard error of difference= 3.528

Table (7) shows the analysis of the pre-test for the experimental and control groups at Jenin

Camp Girls' School. The P-value is 0.3298. The results are not significant at $P > .05$.

Table 8. The analysis of the post-test for the experimental and control groups at Jenin Camp Girls' School

Post-test	Experimental Group	Control Group
Mean	57.395	47.197
SD	18.618	15.722
SEM	3.020	2.550
N	38	38
95% confidence level	P-value	0.0119 statistically significant
t= 2.5797	df= 74	Standard error of difference= 3.953

Table (8) displays the analysis of the post-test at Jenin Camp Girls' School. The P-value is 0.0119. The results are significant at $p < .05$. The post-test findings show that the use of E-E instruction in EFL classes improved the students' achievement at Jenin Camp Girls' School. The results were statistically significant at $p < 0.05$.

Consequently, the null hypothesis is rejected. It was found that there is relationship between the use of E-E instruction and improving the students' achievement. The results were in congruence with Muthanna and Miao (2015) that highlighted the efficiency of using E-E instruction through EFL classes. The results indicated that using E-E instruction is more

efficient than the use of E-A instruction in enhancing the achievement of 7th graders. Therefore, the null hypothesis is rejected. This means that there is an improvement in students' achievement when taught by using E-E instruction. These results harmonized with Wong (2010) who supposed that there are positive attitudes towards the use of E-E instruction from students' perspective.

PRE-TEST AND POST-TEST ANALYSIS AT QALANDIYA CAMP BOYS' SCHOOL

The standardized pre-test and post-test were applied at Qalandiya Camp Boys' school. Table (9) and (10) show the analysis of these two tests.

Table 9. The analysis of the pre-test for the experimental and control groups at Qalandiya Camp Boys' School

Pre-test	Experimental Group	Control Group
Mean	18.22	17.24
SD	15.00	16.09
SEM	2.47	2.65
N	37	37
95% confidence level	P-value	0.7886 Not statistically significant
t= 0.2691	df= 72	Standard error of difference= 3.616

Table (9) displays the analysis of the pre-test for the experimental and control groups at Qalandiya Camp Boys' School. The P-value is

0.7886. The results are not statistically significant at $p > 0.05$.

Table 10.The analysis of the post-test for the experimental and control groups at Qalandiya Camp Boys' School

Post-test	Experimental Group	Control Group
Mean	20.27	17.92
SD	15.41	15.44
SEM	2.53	2.54
N	37	37
95% confidence level	P-value	0.5141 Not statistically significant
t= 0.6557	df= 72	Standard error of difference= 3.586

Table (10) shows the analysis of the post-test at Qalandiya Camp Boys' School. The P-value is 0.5141. The results are not statistically significant $p > 0.05$. The post-test findings show that there is no efficiency of using E-E instruction on the achievement of 7th graders at Qalandiya Camp Boys' School. These results harmonized with Arkin (2013) who suggested that the use of English language as a medium of instruction seems to have possible negative impacts besides its' proposed advantages.

ANSWER TO QUESTION NO.3 AND NO.4

Question No.3 stated that, "What are the reasons that hinder the use of E-E instruction for 7th graders at Jenin Camp Girls' School and Qalandiya Camp Boys' School?"

Question No.4 "What are the procedures that teachers can employ to facilitate the use of English language in learning and teaching of 7th graders at Jenin Camp Girls' School and Qalandiya Camp Boys' School?"

To answer these questions, eight interviews were conducted with teachers and students at Jenin Camp Girls' School and Qalandiya Camp Boys' School. The interviews were conducted during the third week. At first, four interviews were conducted with teachers. Each teacher answered six questions and they took 10-15 minutes. After that, another four interviews were conducted with students in both schools. Students answered five questions related to the topic and they took 10-15 minutes to finish the

interviews. All interviews were recording and attached to the CD. See Appendices (2) and (3).

RESULTS OF THE TEACHERS' INTERVIEWS

DISCUSSION OF INTERVIEWS

According to the results of students' and teachers' interviews, there are many reasons that hinder the use of E-E instruction in both schools .These are as follow:

The crowded classes. (2 interviewees)

1. There is no use of English language in real life situation. (3 interviewees)
2. The use of English that supplemented with Arabic. (2 interviewees)
3. The individual differences between the students. (1 interviewee)
4. The slow progress of students. (2 interviewees)
5. Students' weak interaction in EFL classes in comparison with Arabic subjects. (2 interviewees)

In addition, many suggestions were introduced by teachers and students to improve the use of English as a medium of instruction in both schools. These are as follows:

1. Encouraging the students to use English more and more outside the classroom. (2 interviewees)
2. Using specialized English laboratories and classes. (2 interviewees)
3. Using songs, films, worksheets and plays. (6 interviewees)

4. Motivating students' interaction and accept their short answers. (2 interviewees)

CONCLUSION

So far, this chapter discussed the results of the pre-test and post-test at Jenin Camp Girls' School and Qalandiya Camp Boys' School. The results of the t-test at Jenin Camp Girls' School proved that E-E instruction is more efficient on improving the students' achievement than the use of E-A instruction in EFL classes. On the other hand, Students' achievement does not improve when they taught by using E-E instruction at Qalandiya Camp Boys' School. Therefore, female students' results are higher than male students' results in pre-test and post-test. In addition, eight interviews were conducted with English teachers and students. They highlighted that using English as a medium of instruction is a necessity to improve the students' achievement. Some teachers advised that L1 can be used in a limited manner, at appropriate times and in appropriate places. At the end, some suggestions are provided to improve the use of E-E instruction in EFL classes.

This study used the t-test and eight interviews. It follows a purposive experimental study design. The sample was 150 students at Jenin Camp Girls' School and Qalandiya Camp Boys' School. The study was conducted in the second semester 2016-2017. There were two sub questions to answer the main question which stated that, "The impact of using E-E instruction on improving the achievement of 7th graders at Jenin Camp Girls' School and Qalandiya Camp Boys School".

The results of the t-test at Jenin Camp Girls' School proved that E-E instruction is more efficient on improving the students' achievement than the use of E-A instruction in EFL classes. The P-value of using E-A instruction is 0.0177 for control group and the p-value of

using E-E instruction is 0.0001 for the experimental group at Jenin Camp Girls' School. On the other hand, Students' achievement does not improve when they taught by using E-E instruction at Qalandiya Camp Boys' School. The P-value of using E-A instruction is 0.7322 for control group and the p-value of using E-E instruction is 0.3881 for the experimental group at Qalandiya Camp Boys' School. The results are statistically significant at Jenin Camp Girls' School but not statistically significant at Qalandiya Camp Boys' School. Therefore, female students' results are higher than male students' results in pre-test and post-test.

In addition, eight interviews were conducted with English teachers and students. They highlighted that using English as a medium of instruction is a necessity to improve the students' achievement. Some teachers advised that L1 can be used in a limited manner, at appropriate times and in appropriate places. At the end, some suggestions are provided to improve the use of E-E instruction in EFL classes.

In brief, the results showed that:

1. E-E instruction is more efficient on improving the students' achievement than the use of E-A instruction in EFL classes.
2. Female students' results are higher than male students' results.
3. The majority of English teachers use E-A instruction inside EFL classes instead of E-E instruction.
4. There are some negative impacts of using E-A instruction besides the potential advantages.
5. The classroom environment plays a major role in hindering or facilitating the used of English as a medium of instruction.

Eight interviews were conducted with English teachers and students. They highlighted that using English as a medium of instruction is a

necessity to improve the students' achievement. In addition, it is very important to adapt the students with E-E instruction to enhance their abilities in using the language. The interviewees agreed with using E-E instruction as following:

1. The students can be capable to use English if the teachers want.
2. It is better to use English as a medium of instruction but we should take in consideration students' level and abilities.
3. The use of specific English classrooms will support the use of English as a medium of instruction.

Furthermore, students' attitudes towards the use of English as a medium of instruction are positive as following:

1. Using English as a medium of instruction will be useful because it makes her more interesting through ELL (English language learning).
2. The use of EMI will widen their knowledge because they have to learn new vocabularies and expressions to cope with teacher's speech.
3. If the teacher uses English all the time inside the classroom, it will be effective. However, he may not understand anything at the beginning but he will be accustomed to it later

IMPLICATION

The study has many implications for ESL teachers. Among these:

1. There is a need to minimize the number of students in EFL classes.
2. There is a need to improve the use of English as a medium of instruction.
3. There is a need to use English in real life situations.
4. There is a need to use English that supplemented with Arabic in some cases.

5. There is a need to increase the students' interaction in EFL classes through attractive teaching strategies.

RECOMMENDATIONS

For further studies, the researchers propose some recommendations:

1. A study should be done on the effect of using E-E instruction on improving speaking skill of 7th graders.
2. Researchers should check the efficiency of using E-E instruction on students early from elementary stages (1st and 2nd grades).
3. The time span should be longer than three weeks to judge the intervention effectively.
4. Educational institutions need to accept the need for and adopt a more realistic policy for L1 use that doesn't hinder the students from mastering the foreign language.

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