



## Exploring Bilingual Educational Systems in The Western Communities and Exploring Bilingual Education in Libya; Case Study in Al Jabal Al Garghbii

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### استكشاف أنظمة التعليم الثنائي للغة في المجتمعات الغربية واستكشاف التعليم الثنائي للغة في ليبيا؛ دراسة حالة في الجبل الغربي

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#### Abstract

The conducted study is an investigation of several types of bilingual education in the western communities. In this research, there is an examination of immersion bilingual programs with enough explanation for each type. In addition, it investigated the transitional bilingual programs and ways of bilingual education in North America. As well as, it shows different types of Intercultural bilingual education IBE in Latin America. In addition, there is an investigation of the educational system in Libya regarding to teach English as a foreign language, through this investigation there was a case study in AL Jabil AL gharbii Alqalea. The data was obtained through semi structured interview with three English language teachers in primary schools, and the focus was on teaching methods for each Arabic, Amazigh and English, and how these languages merged. As well as, to know the type of bilingual education that followed in this region to see if it is successful or not. The data discussion showed the superiority of students in Al Jabil AL gharbii Alqalea in learning the three languages, with difficulty in teaching and learning Arabic language, while there were no problems in learning English language, as it was the third language they learned. Likewise, the type of bilingual education depends on the circumstances surrounding the learners and is not fixed or general.

**Keywords:** Bilingualism, Intercultural Bilingual Education, Minority Language, Majority Language.

#### المخلص

هذا البحث يعرض عدة طرق تعليمه لتعليم اللغات للأشخاص الذين يتحدثون لغتين منذ الصغر في المجتمعات الغربية. كذلك يوضح علاقة تعلم اللغات في سن مبكر مع تعلم لغات جديدة وكيف ان هذه الفئة محظوظة لان اصبحت لديهم مرونة تساعد على تعلم اللغات بشكل أفضل من غيرهم الذين لم يحضون بفرصة التعليم المبكر للغة. والجدير بالذكر ان هذه الدراسة اوضحت الطرق المتبعة في ليبيا لتعليم اللغة الإنجليزية كلفة ثانية ولان تركيز البحث على متحدثي اللغتين. فاني قمت بدراسة في منطقة الجبل الغربي القلعة كون سكانها يتحدثون الأمازيغية والعربية. الهدف من الدراسة هو معرفة الطرق المتبعة في تعليم هذه اللغات بشكل عام واللغة الانجليزية بشكل خاص كونها ثالثة لغة يتعلمونها. النتيجة كانت مذهلة حيث وجدت ان الطلبة في منطقة الجبل الغربي يعانون في تعلم العربية ولا يشكون أي مشاكل في تعلم الانجليزية. كما ان

هناك تقدم واضح وقدرات عالية في تعلم اللغات نتيجة تعرضهم لتعليم لغتين في سن مبكر كما ان الطرق المتبعة في الجبل الغربي ناجحة كون الطلبة تمكنوا من اتقان هذه اللغات بجداره.

**الكلمات المفتاحية:** ثنائية اللغة، التعليم ثنائي اللغة، الأغلبية، الأقلية.

## Introduction

In order to be able to clarify the general concept of bilingual education, we urgently need to understand the concept of being bilingual from several concepts so that the idea of this type of education become clear to the reader. Initially, there are several theories that would clarify a concept of bilingualism. One of these theories considers being bilingual as a result of the education through experience, study or teaching activities linked to academic courses, which in turn raise an intercultural family and thus become a two-language learner simultaneously. Another theory lies in determining the level of being bilingual, and figure out whether it is self-development from individuals or family strengthening, it is a result of the language used in society, or it is an educational achievement through bilingual education Steve McCarty (2010). If bilingualism consider as one of the academic fields, then it descends from the science of linguistics.

Logically, linguistics is divided into two parts; the first is applied linguistics and the second is theoretical discipline. Apparently, applied linguistics includes important concepts such as a foreign language teaching and bilingualism. In addition, bilingualism can be further divided into several areas of specific educational settings for bilingual Baker (2006). Fundamentally, bilingual learning consists of many levels. In general, the educational programs devoted to bilinguals are concerned with examining the student's understanding to assess the level of bilingualism. Clearly, bilingualism's levels can be divided into four basic elements; *individual level, family, societal and education*. To clarify the most important point in the study of bilingual education is to examine the level of individual's development, and to seek factors that might affect the learner's performance.

Then, "*family bilingualism*" usually it consists of analyzing the spoken language among members of international family. Furthermore, *societal bilingualism* it is considered as symbol of the relationship that exists between the surrounding community and the families, such as a percentage of their number in the country or region. Then, *the level of education*, this related basically to school and reflects the educational system of bilingual that is used as the medium of instruction Baker (2006). Clearly, analyzing bilingualism's levels is only the easiest way to focus on the most appropriate instructional system of bilingualism. As well as, in order to understand bilingual education, it is necessary to clarify different viewpoints of bilingualism. For example, the age of a person who is exposed to two languages, which provides valuable knowledge of bilingualism? For instance, the age at which the individual is exposed to the first and the second languages is determined if the learner is a simultaneous bilingual or not. That is to say, when a child learn two or more languages from early childhood because of different circumstances and individuals is called a simultaneous bilingual. In fact, after adolescence, the age factor does not have a value in education, as scientific tendencies become something more intentional than a natural one.

## Research questions

- Q1. What methods are commonly used in teaching bilingual speakers in western communities?
- Q2. Does bilingual teaching methods vary depending on the social circumstances, or there is a general system that can be applied?
- Q3. What methods are most effective for teaching English to bilingual Arabic–Amazigh students?
- Q4. How does bilingualism in Arabic & Amazigh influence the acquisition of English as a third language AL Jabal AL Garghii-Libya?

## Literature review

Bilingualism is the study of the language that exists when different speakers from different cultural backgrounds share the same educational system and place of living. As it mentioned above, bilingualism is divided into four levels. Regarding, the school level it is necessary to have an instructional program that ensures the existence of two or more languages, that is bilingual –child coping with two languages at home should be a part of that system to maintain quality of learning usually more than one language as medium to learn all school subjects regularly Pearson (2008); McCarty (2010). In any case, there are other levels of bilingualism that include cultural dimensions, which affect bilingual education. All individuals have a special cultural frame that reflect their identity.

In addition, they have specific repertoire of linguistic expressions that enable them to use the languages to some extent. Grosjean (1982) states that " language is not just an instrument of communication. It is also a symbol of social or group identity, an emblem of group membership and solidarity"(p.177). From this standpoint, the attitudes of persons towards multilingualism tend to reflect

the behavior in which they deal with other persons of different languages. In addition, languages specific value for the majority of a society, as they may be considered as attractive. This is related to several factors, including the economic and political. Usually, for some individual's languages represent the social prestige that is necessary to match the mainstream of society. As an example, native language of kids of immigrants may have no value or interest as it seems to be totally neglected, while languages that received a great importance are valued by the mainstream of society. Fundamentally, these languages tend to be used widely for the educational purposes.

As well as, the benefit of bilingual education is totally huge and enormous since it contains variation of philosophies and politics about the purpose of this instruction; it is not only about the balance between two languages in the educational environment, but also about several viewpoints of conflicting and varying about who is intended to such education Baker (2001). This variation will be a key role in finding various educational systems for both bilingual and monolingual settings.

### **Importance of bilingual education**

Ten important points mentioned by Baker (2001) to explain the importance of bilingual education as follows; finding an intermediate language in multilingual societies, enabling people to communicate with all foreign countries, providing useful language skills to all public sectors, understanding the ethnic and religious identity, to reconcile between countries that are politically and linguistically different, to increase the majority of colonial language, empowering the elite to play their roles in society well by enhancing their linguistic knowledge, achieving legal justice for all groups that do not obtain justice in daily life and the last point is to understand cultures and languages deeply adopted from Baker (2001) p. 193. Clearly, "the word bilingual education" carries a broader meaning than what some think. This term is considered an embodiment of many scientific theories and propositions about the nature of this education and how to achieve a complete success.

### **Teachers' preparation**

Despite the popularity of this education, there are supporters and critics. Brisk (1999) research in bilingual education in different educational settings stated out that this education is not required or spread. Despite this, we find many articles and research studies that promote this type of education, as they give the importance to a good preparation and outstanding performance of teachers to obtain success in the teaching process and vice versa Davies (2005); Dormer (2011). In any educational field, harm can result from poor performance of English language teachers Dormer (2011). Dormer stated out that the linguistic competence and the outstanding performance of teachers require specific levels of knowledge that are demonstrated in two types of skills; language skill and teaching skill.

In the context of language skill, some English teachers may lack the linguistic communicative skill, which is a very important factor in the process of acquisition. As a result, lack of knowledge makes teacher not qualified to teach. Lengkanawati (2005); Lie (2007); Suryanto (2014). The other skill is teaching skill that represented in design of the lessons and the selection of the various activities that match with the purpose of the given topic, and the way the topic is presented. All of these matters are considered an essential part in the teaching process. Considering language-teaching programs must be in this framework in order to achieve the educational purpose successfully Dormer (2011). Although some teachers have high certifications and have practiced teaching, and some may pass many of the language programs, but it is not necessary to be competent in teaching because they lack a good preparation in English education Zein (2016). Zein strongly emphasized that the lack of competencies of English teachers "high qualification" is the main reason for delay or low level of education, and it is not possible to fully acquire the language as long as this problem still exists.

### **Types of bilingual education**

Many educational programs are related to teaching of bilinguals. The first type, which is the most common and widespread, is *immersion bilingual program*; it is considered one of the most important educational programs that is based on deliberately teaching through the use of the second language (non- native language) as a mediator for teaching academic subjects. The main idea is to immerse students in the second language in order to facilitate the acquisition in a smooth way. In fact, immersion bilingual education (IBE) is divided into many forms and designs. The most common are *one and two immersion programs* Dormer (2017).

The first, *one –way immersion* that designed basically to aid students who speak the majority national language in addition to their mother tongue, to learn a foreign language. There are many branches of immersion bilingual programs, for the example, the branch in which there is a complete coverage of teaching through the second language "total immersion program". The other branch is half-way; where the second language is used half of the class time this called "partial immersion program". To follow up, *the two-way immersion program* or two for one is basically one of the useful ways, especially in the United States. Fundamentally, this type is based on educational balance between students, where the basic idea is to give a good opportunity for language minority students (native-

Spanish speakers) and language majority students (native English speakers) to learn with the goal of bilingual proficiency in both languages Pacific Research Center (2010). As we mentioned previously, language educational programs vary according to the instructional purpose including the total and partial immersion programs, and the difference is created according to the age factor, which determines the time in which student begins the study in these programs.

### **Evidence of effectiveness**

In fact, immersion programs vary according to the languages. Once languages are specified, the appropriate program type is chosen. There is a widespread theory of language education that states that languages should be separated by subjects, for example some subjects are taught in the mother tongue such as History, and other subjects such as science is taught in the second language Dormer (2017). In addition, as Cammarata & Tedick (2012) mentioned that there are many advantages to support immersion programs since such programs promote the second language education, as well as faster language acquisition.

As the result of their study showed that students participating in such programs have proven their effectiveness through their superiority and high achievement compared to other students studying in the conventional foreign language programs Dormer (2017); Genesee (2006). In addition, other benefit that must be mentioned is that students studying in immersion programs have distinctive linguistic abilities that make them capable to produce creativity in unique style because they possess the characteristics of flexibility that would solve any linguistic problems Baker (2003); Cammarata & Tedick (2012).

### **Difficulties & challenges**

In the other side, like anything with its positives and negatives these immersion programs have some difficulties and challenges that make their ultimate goal of the second language possible or difficult, especially when the teacher is based on one of the two languages so it takes precedence over the other. Thus, the balance between the two languages is lost which is the main basis for the emergence of these programs Dormer (2017) (challenge section). A challenge of another type that may make the program unsuccessful when it ignores the levels of languages that students can understand. That is to say, when the content is larger than the students' ability it generates their frustration and is a harsh experience for them. Sometimes, the content is so simple just minimal pedagogical support for L2 that doesn't cover their academic requirements, so the acquisition is small in this case; the student is lost as the content that provided by the teacher in the second language does not match or cover the materials and creates a situation of intellectual drowning. Also, failure of the program is possible when it designed to teach two languages then it turns away from the process with focus on the dominate language, so it transfers from the bilingualism to the monolingual.

### **The Failure's Consequences**

The result is not satisfied, where one of the two possibilities appears; either the loss of the mother tongue or the replacing of one language with another May (2008). According to May's point of view (2008) " subtractive programs not only atrophy their students' existing bilingualism, but also exhibit far lower levels of educational success for these students, particularly over time"(p. 21).

### **Rational**

Sometimes, schools lack the basic of the successful education for example, the absence of academic requirements from scientific resources and competencies that are necessary to manage bilingual educational programs. As there is, need to mention the family role in education as some parents pushing unrealistic opinions that have no benefit for education Lie (2000). By comparing bilingual educational programs and English immersion, there are clear differences. The most important one is that bilingual English immersion provides opportunity for English language learners to receive an adequate amount of education during reading, while other subjects are taught using their native language. In US, we find the educational trend is based on the majority language, so we find the welcome spread of Spanish for two reasons; the first is the availability of the educational resources. The second is Spanish is considered to be the dominate language considering a large number of students speak it.

### **Transitional bilingual programs**

Transitional bilingual education (TBE) this type of instruction adopts the idea of introducing English or the second language after the mastery of the basic native language. Most often between the third and the fourth grades, where the two languages are combined. Usually, the basic of the second language is given from the beginning. In fact, there is a belief that children will not be able to understand some subjects as mathematics or science if the second language introduces with the first one. Likewise, the idea of transferring skills of the first language to the second one supports this type of education.



### Transitional program's goal

Basically, the primary goal of such programs is to acquire the second language as English regarding Arabic speakers or non – English speakers. To clarify, the lessons are given primary in the students' native language so they can master it and to become their means to learn the basic content of all subjects. Then, at the third grade, the English language or the second language is transferred through reading, but the transition takes place after a period of teaching reading in the first language.

### Types of transitional programs

There are multiple bilingual transition programs where the names are given to describe the type based on the period of time in which the two languages are combined. As we find the type that is called "*early exist*" in the sense of introducing the second language at early age, often at the third or fourth grade. Sometimes the transition is delayed until the children complete the elementary school in the native language, then the second language is introduced after their mastery of reading in the first language this type of transition is called "*late exist*" Ramirez, Pasta, Yuen, Billings & Ramey (1991). As an exclusive type of bilingual educational modals is "*paired bilingual*" children are taught in the first and the second languages at the same time by allocating specific period of time for each language each day, so the two are not confused as well as learning is done relatively in both.

### Bilingual education in North America

There are approximately 184 languages representing different groups living in the north of America. Generally, only 20 are taught through the environment; that is to say they are learner in a naturalistic way through family members and society Hinton (2003), while the focus on school on the majority English language. The basic idea of learning English is a social prestige, and because of the importance of English language globally, which makes the majority of 184 languages are threatened with extinction and English replaces its place despite its importance for tribal role of each group and its ethnic identity Watahomigie et al (1994).

### Intercultural bilingual education IBE

IBE has spread widely in many educational programs in Latin America since the late 20<sup>th</sup> century. It became an important way of instruction that was employed by the government for language planning in public schools for the purpose of meeting the linguistic requirement of indigenous community's baker (2006). Basically, it consists of multiple curricula for bilingual learners. The term of IBE was derived from bilingual education modals such as Colin baker's modal. Recently, there are five different models that represent intercultural bilingual education each modal has special characteristics that makes it distinct from the other as illustrated in Table 1.

**Table 1:** Types of Bilingual Education: Goals, Language Use, and Instructional Approaches.

Type of education	Learner's first language	Language of instruction	Social and educational goals	Linguistic goals
Submersion	Minority language	Majority language	assimilation	Monolingualism in dominate language
Transition	Minority language	Transition from minority to majority language	Assimilation	Relative monolingualism in dominate subtractive bilingualism
Immersion	Minority Language	Bilingual, with initial importance of L2 (minority language)	Pluralism and development	Bilingualism and biliteracy
maintenance	Minority language	Bilingual with emphasis on L1(minority language)	Maintenance, preservation pluralism and development	Bilingualism and biliteracy in indigenous communities
Enrichment	Minority and majority	Bilingual with emphasis on creating a multilingual state	Maintenance bringing multilingualism all populations	Bilingualism and biliteracy at a national level

### Types of IBE

*Submersions models*; education is implemented by giving priority to the majority language, where all curricula are prepared in this language despite the presence of a minority languages spoken by some students as the mother tongue language. These educational institutions prevent students from using their first language. Not only that, but they have a strict policy against offenders who speak their languages during school time Baker (2006). *Transitional modals* in contrast, initially allow students to use their first language as a medium in early stages, where the first language culture is taught, and then there is planning to change the path to learn other languages. *Immersion, enrichment, and maintenance modals*, such institutions focus on enhancing the skills of bilinguals and outstanding students.

*Immersion and maintenance school* focus on evaluating and teaching both indigenous and national languages, such institutions have the highest rate of graduates among the other four Lopez (2009). As well as, education professionals consider IBE modal to be one of the best educational methods to eliminate racism and respect the languages of others Horn Berger (2014).

In sum, by reviewing many researches about bilingual education programs, we found conflicting results between those who support this type of education and those who criticize it. In Meta – analysis, Willigs (1985) concluded that bilingual education is the best to reinforce the bilingual capacity to learn successfully. Also, Willigs concluded that only – English program is not effective enough. Wong-Fillmore & Valadez (1986), they reached the same result as Willigs by promoting the bilingual education programs. Likewise, Baker & Rossell (1996) strongly supported the bilingual program by mentioning the success of such programs in many field studies. As well as, they considered it better than other programs such as English, only program in which the separation of the two languages considers as insufficient. In the opposite direction, we find Greene (1997) who re-analyzed Baker & Roswell study and criticized it. By reporting that there are many studies that shed light on points that were absent. The first point is difficulty of controlling groups, the failure to provide adequate treatment. Greene confirmed the effectiveness of programs in which native language is used adequately as mean of a good education. Shanahan (2006) concluded that there is clear evidence favored bilingual education.

### **foreign language teaching in Libya**

If we want to narrate the history of languages in Libya, the story must be told from the beginning. Languages were marginalized in Libya in the period of 1986. Teaching of English and French was prohibited for political reasons outside the scope of study. As a result of this deprivation, the levels of educational attainment of the students were negatively affected as they deprived for a long time until the teaching of these subjects was restored again in 1993/ 1994. However, at the beginning of the teaching process, there was a weakness in English language learning. Especially, students had reached advanced stages without learning anything in English as it was entered their ages reached the secondary and the preparatory stages. This was the first exposure to the second language. From this standpoint, it was necessary to use the same book used before, this book is called "English for Libya" AL-Hussein (2014). In addition, many problems appeared to impede the progress of English language education in Libya. Perhaps the most important one is the lack of English teachers as well as the inability of some teachers to teach well, because they stopped practicing English for a long time.

### **English as a medium of instruction EMI**

Its bilingual program is designed special for English language speakers. It is one of the modern methods emerging in Libya to provide the opportunity for students to study science in English such as engineering, medicine and other materials to reinforce their skills in this language. The presence of a mixture of knowledge in English is considered as the best way to learn. Learning another language facilities communication over the world and provide better chance for both work and study Jusuf (2001).

### **Methods that are used in teaching English in Libya**

The old system was based on a series of five books (The modern Readers). The method that was used is Grammar translation method (GTM). During it, language is taught through reading memorizing terms and translating into Arabic language. Recently, modern methods of English teaching are used such as communicative language teaching (CLT), where the class is equipped for the purpose of learning through communication with each other at the same time with the teacher. As well as many activities such as discussion and role-play are used to provide students with contextualized, authentic and useful materials Richards & Rodgers (2001).

### **Methodology**

#### **Content of study**

The Amazigh languages are a branch of Afro-Asian language families. They have a connection with the ancient Egyptian and Ethiopian languages and consist of a group of the same dialects spoken by the Amazigh Hayward (2000). As well as because it is the most homogeneous division in the Afro-Asian linguistic groups, it was previously referred to the Amazigh languages as one language. Especially, in the French context. It was traditionally written in the old Pico Berber handwriting, which is now in the form of Tifinagh. In addition, Tifinagh alphabet is one of the oldest in the world and is completely different from Arabic and Latin alphabets. Tifinagh's alphabet was used more than 2000Bc. This alphabet changed over the years to settle in its current form 500 years ago, and was used to express religious, national and cultural rituals.

### **Libyan Amazigh**

Amazigh, Berbers, Libyan or Africans are the indigenous people that inhabit the region extending from Swa Oasis in the east of the Atlantic Ocean in the west, and they are the original inhabitants of North Africa. Arab–Berber is a mixture of Libyan and Arabs. Their mother tongue is a mixture of two languages Arabic and Berber (Amazigh) language.

## Research design

This study is qualitative research. Data collected by semi structured. The interview was used as a way of collecting qualitative data through interviews with primary school teachers. Three teachers from two schools in AL- Jabal Al gharbii, Shuhada AL qalea school and Othman Ibn Affan School.

**Interview** is considered one of the useful research methods to reach realistic information by studying the thinking style of people surrounding the subject of the study. The main goal of using the interview is to expand deeply on the topic of research through the viewpoint of interviewers. Seidman (1998) stated that interview is a way for research to get the qualitative data through examining the experiences and opinions of others. During the interview, the researcher has the flexibility of dialogue to deepen more, and the researcher's freedom of thought and question. In addition, listening to people's stories is an enjoyable thing because it is based on reality so the interview is more positive and effective oral technique of questioning.

## Participants

The participants in the conducted study are teachers in elementary school in Al Jabal Al gharbii (Alqaleuh). They were chosen based on two principles. The first is that they speak two languages (Arabic & Amazigh) as a first language (bilinguals). The second is that they are teachers of English language. Questions were encountered and inspired by the content of the dialogue, were not prepared in advance (unstructured interview). They all women. They have not exposed to any harm through their participation, and no names have been mentioned.

## Results

### Difficulty in learning English

All teachers agreed that learning English was not difficult.

Case 1# "it is standard on my experience and experiences of members of my family and my region, I strongly believe that learning two languages from a young age helps to learn another language smoothly, especially with regard to fluency and ability to change between two languages" commented by teacher 1. "No, the contrary, students have the ability to learn fast because they are accustomed to learn languages from a young age" commented by teacher 2. "Through my career as an English teacher, there are no learning difficulties," commented by teacher3.

### Time to enter the English language

All teachers stated that the English language is taught after the acquisition of Arabic since Amazigh language was the majority language in society and home.

Case 1# "in schools the focus is on the Arabic language, then the English comes in the third year as a basic subject," commented by teacher1. "Some of the basics about the English language are given such as letters, numbers and colors in the first grade, but English is considered basic after the third years of learning Arabic language" commented by teacher 2. "First, the acquisition of Arabic with the relative exposure of English, then teaching will be formally and intensively approved. Recently, in AL Jabil Al gharbii the pronunciation of the Amazing's words is written in the English to teach the pronunciation of the first and the letters of the second in the same time," commented by teacher 3.

### The similarity between the Arabic and Amazigh languages

All teachers pointed out that there is no similarity in the two languages.

Case 1# "the two languages are completely different, and there is no standardization between the two languages in the output ". Commented by teacher 1. "The two languages are different, but some words deviated from the Arabic language and were included in the Amazigh language," commented by teacher 2. "There is no similarity every language has its own grammar and words" commented by the third teacher.

### The language that is used in teaching (Arabic or Amazigh)

All teachers made it clear that the focus is on Arabic only; that is to say, the method of education is in Arabic language only and the Amazigh language is not used in teaching.

Case 1 # "it is assumed that the Arabic language appears only at schools, considering that the Amazigh language is considered as mother's milk" commented by teacher 1." The Arabic language has the greatest importance because it is the language of holy Quran, and because the Amazigh is the dominate language in the society" commented by teacher 2. "The Arabic language is used in education. There some teachers explaining Arabic through translation into Amazigh, if there is a problem, but the method followed in teaching is using the Arabic language only" commented by teacher 3.

### Time of learning Arabic language

Everyone agreed that Arabic and Amazigh languages are learned from early childhood because the environment is bilingual.

Case 1# "we learned the Arabic language from early childhood before school because of connection with others, word and word thing by thing. The stock increases with time and entering schools, then we learned the Arabic language from the curriculum and dealing in schools," commented by teacher 1. "At

an early age, I learned Arabic from our neighbors and relatives in large cities such as Tripoli," commented by teacher 2. "In childhood my father used to focus on introducing Arabic language with Amazigh language, but I learned writing and proper language in school," commented by teacher 3.

### **Arabic learning difficulty**

All teachers mentioned that there was difficulty in learning Arabic in the early stages.

Case 1# "I suffer from the overlap of the Amazigh language on Arabic, especially that the Amazigh language is the mother tongue, and the most students speak it even at school, so they difficulty in learning the Arabic language" commented by teacher 1. " Unlike the English language which comes after learning the Amazigh and Arabic languages, there is a difficulty in teaching Arabic but not in English" commented by teacher 2. "Yes, there is a difficulty in teaching Arabic. I remember a situation during the lesson, a student stopped me and said, "I did not understand anything" he expressed himself in the Amazigh language. Arabic language is not easy in learning unlike the English language students are used to learning languages" commented by teacher 3.

### **Methods are used in teaching English in bilingual society AL Jabil AL gharbii**

Each teacher mentioned her own teaching style, as well as the researcher noticed that all the methods used are based on transitional teaching, English is taught intensively after achieving the acquisition of the Arabic language. The time of introducing English as a foreign and the way in which it is taught; where the basics are introduced in early stages is indicator of transitional system.

Case 1# "I taught the English language and found that it is inevitable to use translation into Arabic language because most educational institutions in Libya depend on the mean of translation, and also when I taught Arabic language I used to translate into Amazigh language. It is known that in early stages we teach English relatively, we use music with children and pictures when learning Arabic is completed often in the fourth elementary year, we use method of focusing on grammar and small sentences as the years pass, the children's linguistic stock increases" commented by teacher 1. " Personally, my method of teaching is based on a variety of methods such as songs and games according to age, where the first years are taught numbers, letters and some words, in contrast, relatively advanced years I use reading materials with translation into Arabic if required" commented by teacher 2. " The teaching method depends on the students' linguistic level, considering that I am a primary school teacher, I often use music, play with cards and memorize words by using repetition. In general, all methods are successful because students are good at learning languages, I have not seen any difficulty or weakness in teaching English," commented by teacher 3.

### **Discussion**

#### **The importance of the Amazigh language**

The Amazigh language is the mother tongue in AL Jabil AL gharbii. Children receive this language from birth. We notice one of the teachers participating in this study using a beautiful metaphor, when he said " this language is breastfed in mother's milk" which confirm its importance for this region. This minority in Libyan society has pride in their native language. They are very keen to teach their children how to pronounce this language from a young age, so we find children at the age of 2 years and above speaking the Amazigh and do not know anything about the Arabic language until the language exchange with Arabic-speaking community takes place, so parents start to use the Arabic alongside the Amazigh language. As a result of this exchange, the child grows up in the presence of two languages, one is dominant over the other.

Until entering school, then there will be a balance in the two languages. It is worth noting that the Amazigh language was not taught in the Amazigh schools in AL Jabil AL gharbii before the Libyan revolution, so the pride of its owners made them keen to speak it with their kids for fear of language extinction. As a result of this, we find the residents of this region speak the Amazigh language fluently, but they do not know how to write by it. They learned this language through the social environment by phonological imitation. Recently, the Amazigh language has been added to the school curriculum in AL jabal AL gharbii, where one of the teachers participating in this study mentioned that" the Amazigh language has been added as a basic subject in our school since the first school years" meaning that a child begins learning Arabic language beside learning how to write in his first language.

In general, this kind of bilingual education is a beautiful and rare thing in Libya, makes this class lucky because children in this Amazigh society have the opportunity to train mentally at early stage, which is an effective factor in learning languages in future. As all participants in this study mentioned that, there is no difficulty at all in learning English language since children used to learn two languages at early stages.

#### **Difficulties in learning Arabic language**

The Arabic language represents a source of strength and pride for the Arab nation because it is the language of the holy Quran, which is one of the foundations on which the Islamic nation is based. Strangely, the Amazigh children suffer many difficulties in learning the Arabic language in the early



stages, as one of the teachers mentioned that there is a great overlap between AL Amazigh which represents the language of mother tongue and the Arabic which represents the school curriculum, since the Arabic is the official language of study in all regions of Libya in particular and in the Arab world in general. After intensive teaching in schools by immersing the child in the Arabic language so that he/she can learn quickly, since English teachers focus on using Arabic all the time, they do use translation into the Amazigh language if it is needed. Consequently, the children overcome the difficulties. This educational system is based on immersion education; that is to say surrounding by the target language, where all subject is taught in Arabic. This also, strongly support the bilingual immersion education because its effectiveness has been proven through children overcoming difficulties and mastering the Arabic language, which represents their Arab and Islamic identities.

### **English**

The study of English language has spread widely around the world. Globally, societies and educational institutions have been concerned with supporting the teaching of this language, as it has become the primary language that dominates the world, most of the states if not all, have added the English language as a basic subject in all stages of education. Learning English language has become an imperative for social communication and high education. Generally, the study of the effective factors in learning this language has become one of things that constitute a large space in the field of language learning. Perhaps the most important and prominent one of these factors is being the student bilingual. Clearly, people who have the chance to be exposed to two languages from the early years of childhood, have the advantage of brains' flexibility which helps those people to acquire any language in future without any difficulties.

Through this study, it was very clear through the interview with the English teachers in Al Jabil ALgharbii that teaching the English language was not difficult and there were no problems during teaching. As one teacher mentioned, "it is standard on my experience and experiences of members of my family and my region, I strongly believe that learning two languages from a young age helps to learn another language smoothly, especially with regard to fluency and ability to change between two languages" commented by teacher 1. Based on this comment, it is clear that the inhabitants of AL Jabil ALgharbii have a talent for learning languages because they are already bilinguals, they accustomed to that. Another teacher also mentioned the same result, which is there is no problem in learning English in Berber school". No, the contrary, students have the ability to learn fast because they are accustomed to learn languages from a young age" commented by teacher 2. Recently, in AL Jabil Al gharbii the pronunciation of the Amazigh's words is written in the English to teach the pronunciation of the first and the letters of the second in the same time as commented by teacher 3. This caught my attention and liked it because it is brilliant idea and helps to consolidate the English letters. In sum, learning languages strengthens language skills. Therefore, care must be taken to teach children two or more languages in the early stages of education to improve their abilities and avoid any mental obstacles in the future.

### **Conclusion**

Understanding teaching and the different ways help teachers to perform better and overcome the problems they face. The diversity of content is an essential element in bilingual education. As well as, knowing the social and cultural reasons greatly enhance bilingual education. These days, there are many articles and studies on the importance of bilingual education, understanding the types, knowing the foundations of each type and solving problems related to learning. In the present study, the researcher examined many articles and researches related to bilingual education over the world to know the pros and cons of each method to present useful research study in this field. In this research, a case study was studied in AL Jabil AL gharbii through an interview with English teachers in the primary school, and the results showed the superiority of bilinguals and the absence of difficulties in learning and teaching English language specifically. In this study, several types of immersion bilingual education were discussed such as dual immersion, total immersion and partial immersion.

Also, sufficient explanation for each type has been provided to know the way of learning languages on which each type is based. It is worth noting that bilingual immersion programs are concerned the survival of the strongest that is to say the focus is on the stronger language (majority) and supporting it in all educational curriculum, but minority language is prevented as possible. The school subjects are taught in the majority language not the minority, where students are prevented from using their native languages while studying. In addition, the transitional bilingual programs were discussed. The main concept of such programs is to teach students the second language after acquiring their first languages. The common belief is that learning habits in the first language will transfer to the second that makes acquisition easily. For example, in Al Jabil Al gharbii Arabic is taught intensively with basic exposure of English, then after Arabic acquisition is completed, English becomes basic subject in third year

approximately. Through this study, it has been observed that the type of education in Libya is bilingual transitional method, the Arabic is acquired then the languages are gradually included.

Also, the foundations of French and English languages are taught from the first years of primary education. In Libya, language education is considered successful because there are large numbers of Libyan students mastering the Italian, French and English. In sum, bilingual education varies according to the social circumstances and daily requirements. As well as, it is not a fixed or a general system. Each country has its own system of bilingual education, which includes minor differences compared to other countries. The situation in Al Jabil Al gharbii does not represent the rest of the regions in Libya, whose inhabitants mostly speak one language in their early childhood. In general, studying the different systems of bilingual education is necessary for language teachers because this raises their educational level and expands their experience.

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