SOCIAL AND PSYCHOLOGICAL FACTORS IN 
LEARNING ENGLISH AS A FOREIGN LANGUAGE 
IN LEBANON

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THESIS SUBMITTED FOR THE DEGREE OF 
DOCTOR OF PHILOSOPHY IN APPLIED LINGUISTICS 
AT THE SCHOOL OF EDUCATION 
UNIVERSITY OF LEICESTER

JUNE 1991
FOR

LILY AND JAMIL
ACKNOWLEDGEMENTS

Thanks are due to many people who helped in this research. I name:

* The Hariri Foundation for its sponsorship,
* Mr. Brian Harrison for his supervision and guidance,
* Mr. John Beckett and Prof. Ken Fogelman for their advice in statistical matters,
* The administration, students and teachers at the American University of Beirut and Beirut University College for their willingness to participate in the study,
* my sisters, especially Amal, for their support and patience,
* and finally to all those who helped in one way or another in Lebanon and England.
ABSTRACT

This research is an investigation of some social and psychological factors in the learning of English as a foreign language in two universities in Lebanon. Some of the factors studied are: students' educational and social background, parental influence, attitudes towards foreign languages in general and English in particular, attitudes towards English speaking people, effect of first language, attitudes towards the English language course and the English course teacher, attitudes towards self and native people, and the effect of the political situation.

Chapter one offers a definition and function of a language, and discusses the value and spread of learning English as the international language of the world. Definitions of certain words or terms are presented to clarify their usage in this research.

A review of the literature of attitudes and motivation in second language learning is presented in chapter two. Research studying the attitudinal factors influencing second language learning launched in Canada - a bilingual country. Similar studies have been carried out in other countries on students learning second or foreign languages, mainly English. A brief presentation of the few similar studies in the Arab world is given.

Chapter three gives a general view of education in the Arab countries, with emphasis on the value of Arabic as the native language and the teaching of foreign languages.

A closer look at the history of foreign languages in Lebanon, the educational ladder in schools, and the English curriculum at schools and universities are given in chapter four. It ends with an attempt to answer the question of where the teaching of English in Lebanon is in relation to the world development.

The fifth chapter is concerned with the empirical work of the study. It describes the research design: i.e. subjects, variables, materials and procedure. Subjects were 164 university level students and twenty two English language university teachers. Measures employed to investigate the relationship between different variables hypothesized to affect achievement in learning English as a foreign language in Lebanon comprise a students' questionnaire and proficiency test and a teachers' questionnaire. Various measures were employed to investigate relationships between variables.

Chapter six deals with the analysis of the data. The initial results of each of the questionnaires and the proficiency test are presented with the aid of tables of frequencies, percentages, means and standard deviations. In general, students' had high concept of their level of proficiency in English, possessed positive attitudes towards learning English, and surprisingly, had both types of motivational orientation: integrative and instrumental. Their performance on the proficiency test was acceptable except for the writing part. Teachers were generally satisfied with their profession, but did not have a clear idea about the national goals of teaching/learning of English in Lebanon. Their ratings of the students' performance in English was actually lower than that of the students themselves.

Further analysis is carried on and presented in chapter seven. Relationships among the different variables are closely examined through applying some statistical tests such as Kendall's tau and Spearman's correlation coefficient. It was interesting to find out that the higher subjects rated their proficiency in English, the stronger desire they had for the teaching/learning of English to start in schools. The variable 'attitudes towards learning English' was found to be central; it was found to relate to the use of foreign languages at home, university branch, students' class level, motivational intensity, and attitudes towards English speaking people. However, no strong relationship was found between performance and attitudes; proficiency was found to be mainly related to the subjects' view of Arabic.

The last chapter draws conclusions on the basis of the findings and suggests implications for the teaching of English at University level in Lebanon. The first suggested step towards improving the teaching/learning of English was Needs Analysis leading to syllabus/curriculum development.
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CHAPTER ONE
INTRODUCTION

I. Purpose of the Study

This study aims at investigating attitudinal factors of Lebanese students learning English as a foreign language at University level. The main focus is to answer the following question: "What are Lebanese university students' attitudes towards learning English as a foreign language and what kind of motivation drives them to learn it?". There are many factors contributing to the formation of such attitudes and motivation. These factors can be grouped into three domains: the learner, the teaching/learning situation, and the environmental context of the teaching/learning process. The first domain includes the learner's age, sex, intelligence, interest, personality, parental and social background; the second comprises the teacher, syllabus, curriculum, course, materials and methods; and the third encompasses the second/foreign language situation, the value of and opportunity to use the foreign language in that specific environment, the value of the first language, the political state of the country, conditions of the university and home atmosphere (figure 1.1).

FIGURE 1.1 Factors Influencing Attitudes and Motivation

| Attitudes and Motivation in Learning English as a Foreign Language |
|----------------|-----------------|----------------|
| Learner | Teaching Process | Environmental Context |
| age | teacher | second/foreign lang. |
| intelligence | syllabus | value of FL |
| interest | curriculum | value of NL |
| personality | materials | political state |
| parents | methods | home atmosphere |
| social status | | university conditions |
The factors represented in the figure above are believed to form the attitudes and motivation of students studying at university level in Lebanon, which are in turn believed to influence achievement in the language learning. These factors comprise the variables to be studied in this research. This chapter introduces some definitions of 'language' to extract its function and use, surveys the value of learning foreign languages and explains the spread of English, introduces second language learning research and defines the key terms to be used.

II. Definition and Function of a Language

'Language' is a general term for which linguists and educationalists have been trying to find a definition. To study the value of knowing a foreign language in this century and to pinpoint its components as studied in this research, some definitions are presented. It was seen better to present such definitions from a non-linguistic point of view to check whether certain concepts, such as 'people', 'ideas', 'culture' and 'communication', are included.

Language has been defined as:

"whole body of words and methods of combination of words used by a nation, people or race" (The Oxford Illustrated Dictionary, p.458).

"the expression and communication of emotions or ideas between human beings by means of speech and learning, the sounds spoken or heard being systematized and confirmed by usage among a given people over a period of time" (the New Practical Standard Dictionary of the English Language, vol I, p.751).

spoken or written speech used by one nation, tribe or other similar large group of people (World Book Dictionary).

"a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing" (The English Language Dictionary, p. 809).
Some common features of a 'language' can be drawn from the above mentioned definitions. Language seems to involve words, thoughts and emotions, and people, thus embodying the values, beliefs, and customs of a specific culture. "Because of its symbolic and transparent nature", language can and does stand alone, yet cannot be treated separately from culture which it represents. Language is used to refer beyond itself pointing to the values and meanings of a particular social grouping (Byram 1989, p.41). The following question here arises: "Does this imply that the teaching of a foreign language involves inevitably teaching the culture of that language?". If the answer is yes– as this research will show, the focus then, should be broadened to include the learners' insight into other cultures and not only on the structure and use of the language. This notion gave rise to psycho/sociolinguistic kind of research which will be thoroughly discussed in the second chapter.

III. Learning a Foreign Language

A. Value

Foreign language competence has become a widely respected feature of educated individuals. Learning a foreign language has recently become a popular and essential means for gaining prestige in social as well as professional milieux. It is generally believed that language teaching is meant to contribute to the learners' general education as well as knowledge about other cultures and civilizations. It is held that there are two major values in the study of a foreign language: extrinsic and intrinsic. The former involves the practical use of the language. Students in this case might want to learn a foreign language to read textbooks and articles in that language, to travel to a country where that target language is spoken, to get a job where the knowledge of the foreign language is essential, or for a more immediate purpose such as meeting the foreign language requirements for admission or graduation from college. A parallel term used from the students' perspective is 'instrumental orientation'. The intrinsic value refers to the value of learning the language itself. Knowing a foreign
language has humanistic and intellectual benefits; it frees the individual from the linguistic limitations of one single language. A parallel argument is that depending on a translation for understanding the works of others is inadequate. English, more than any other language in the world, has gained the prestige of being the international language. So, when and how did the study of English start and spread?

B. The Spread of English

It is reported that of the 152 countries of the world, 95 have English, French, Spanish or Arabic as official languages. In 1975, English was designated as the official language in twenty one countries and as co-official language in sixteen other countries. Certain reasons have contributed to the spread of the language and promoted its use among different nations. Sidney Greenbaum (1985) referred to historical reasons such as the British colonialism which lasted long enough for the countries to get strong hold over the language. Moreover, since colonies had different languages and needed to contact each other, there became a need for a local lingua franca. Naturally, English became the language to link the local elites with one another as well as with the rest of the world. In former colonial countries nowadays, English is greatly needed as the medium of instruction in secondary levels as well as lower levels in schools. It is worth noting the rise of enrolment in secondary schools in such countries implying that more people are exposed to the language every year. In Asia for example, the percentage was 22% in 1960 and raised to 44% in 1970 (Fishman et al 1977).

The second reason is the importance of English speaking countries as markets in world trade. English being a language for international trade generates economic incentives for learning it. As the British influence declined, that of the United States increased. A study was carried out to compare the use of English within a country and the importance of English-speaking markets for that country's exports. About one hundred countries where English
is not spoken natively by a substantial proportion of the population were rated according to the degree of domestic use of English. Comparing this usage to the percentage of the country’s exports to the United States showed a higher correlation than countries of a relatively small proportion.

A third factor contributing to the wide usage of English is the scientific and technological superiority of the United States after the First World War, which made the country a creator and market of science and technology. Thus, the knowledge of English became a prerequisite for work in these fields. For such reasons, English became needed as a means for education as well as communication among individuals within a country and from various countries. At university level, many non-English speaking countries use English in various subjects, especially scientific and technological ones. English departments are established in most universities; they offer instruction in the language as well as major programs in English literature. It is interesting here to report the percentage of foreign students studying in English-speaking countries: from Africa: 31.6%, and Asia: 43.3% (Fishman et al 1977). This applies to the Lebanese environment which- as discussed in chapter four- values the knowledge of foreign languages in general and has recently felt the significance of learning English as an international language.

C. In Lebanon

"What is the value of learning a foreign language for Lebanese university students?". To answer this question, a look at the general background of the country is essential. Though Lebanon is an Arabic-speaking country, foreign languages- French and English- have been valued. There has always been a need to know a foreign language, one at least. English is now widely considered to be the first international language in the world; it is needed for communicative as well as commercial purposes. For this reason, and because of the fact that English- or French- is the medium of instruction starting from intermediate level and in some schools from elementary level- and is a
requirement for graduation from certain colleges, it is here hypothesized that learning English in the Lebanese setting is fostered by its 'extrinsic' value or by 'instrumental' motivation rather than an 'integrative' one. This will be discussed in details in chapter two. Abuhamdia (1984) states that English has an essential instrumental value in the Arab countries at the individual level and the national one. The reasoning behind this is that Arabs are now torn between their loyalty to Arabic for ideological, cultural and nationalistic values and the learning of English as a linguistic base for keeping up with modern technology.

For various reasons (discussed in chapters three and four), the teaching and learning of foreign languages has been part of the Lebanese curriculum in schools as well as universities for quite a long time. Courses have been offered in the language and literature of the main two foreign languages: English and French. However, Janice Yalden reports in 1975 that the issue of learning modern languages is being universally questioned. Doubts arise as to whether the process is a worthy pursuit for the university student and whether teaching foreign languages should occupy much of the time of the university instructor. She goes on to explain that in the Western World, secondary school students had to study a foreign language for a number of years before starting work at university level, where language instruction was based on the nineteenth century model. This model gives advanced work in study and practice of the literary language mainly to students who have a basic reading knowledge in secondary schools and who are taking courses in language as an auxiliary to their main purpose, the study of literature in one or more of the modern languages. Nowadays, one can start studying a modern language at university level with no prior knowledge of the language (Yalden 1975). Second, it was suggested that learning a second language to a satisfactory degree might be impossible beyond a certain stage. Janice Yalden writes that in view of research carried out in recent years one must accept that an adult, a university student for example, is physically and mentally able to learn a second/foreign
language. Universities do have a specific and significant role to play in the language learning field: developing the students' oral fluency and ability to comprehend easily and express themselves at a certain level which could not be expected of a recent graduate from high school. Moreover, students should develop the ability to appreciate ideas expressed and the styles of the other languages. The aim is to produce more and better learners of foreign languages whatever their particular motives for engaging in such studies are. Knowledge of a foreign language serves as a window on the culture or cultures which that language represents, and leads to communication (Yalden 1975).

With a history of foreign languages such as that which Lebanon has (chapter four), the view of learning English certainly is an advocate of Yalden's conclusion. Foreign languages in Lebanon, English and French, are a requirement since one of them is the medium of instruction. At the universities which employ English as the medium of instruction, the American University of Beirut (hereafter referred to as AUB) and Beirut University College (hereafter referred to as BUC), students have to take a minimum requirement of English courses— at least two— as part of their diploma: English 203 and English 204, and Sophomore Rhetoric and Communication Arts respectively. The number of additional courses the student at any of the two universities may be required to take prior to the aforementioned courses depends on his/her score in the English Entrance Examination (hereafter referred to as EEE) taken before enrolment. Though the English language is the medium of instruction in all courses except for the Arabic language courses, some students do not show much interest in the English language courses and often complain about learning a foreign language. To study this phenomenon, this research was initiated, based on the study of some of the students' social and psychological factors in learning English. Before reviewing the relevant literature, the beginning of research in second language learning is briefly introduced.
V. Historical Background of Second Language Learning Research

Most research on second language learning had been, until the middle of this century, concerned with the measurement of an ability to learn a language. It was assumed that achievement in learning was due to a linguistic aptitude. It was only recently that the study of motivational aspects of second language achievement started, maybe because of the difficulty in conceptualizing these variables.

"Today... no foreign-language-teaching specialist would seek to justify an approach, method, or set of techniques which did not take into account the attitudes and interests of the learners". (Van Essen and Menting 1975, p.67)

A. Influence of Foreign Language Acquisition Research on Second/Foreign Language Learning Research

Initial speculations in this area actually started as a result of first language acquisition theories, especially that of Mowrer (1950). Mowrer stated that children acquire a language when they desire to identify with valued members of their family, and in later stages of the community. The parents' presence and activities are rewarding because they are regularly associated in the infants' mind with satisfaction of basic biological and social needs. The act of uttering a sound sequence like one in the parents' language, even if the child is alone, could be reinforcing by itself. Mowrer calls a child's tendency to imitate the parents 'identification'. This concept of first language acquisition was extended to explain second language learning by S. Erven (1954). She maintained that the second language learner's respect for a member of a certain community serves his/her achievement in the study of that language.

In the 1960's, theoretical and experimental work challenged previous principles of association and reinforcement, Gestalt, and concept formation in second language learning. At the theoretical level, concepts such
as imitation and habit formation were replaced by the child’s creativity in constructing its knowledge of the language. At the practical level, new techniques for collecting and analyzing children’s speech were developed. Noam Chomsky believes that the central core of acquiring knowledge has been ignored and marginal aspects have been studied. It was under the influence of his linguistic theories and cognitive psychology that a new view of language developed. In his book *Language and Mind* (1968), Chomsky attacks Skinner’s thesis and the whole behaviourist position in the psychology of language. Linguistic behaviour cannot be a matter of habit, reinforcement or association; nor that linguistic concepts are specified in terms of physically defined criteria attributes. Principles of association or reinforcement or generalization cannot account for the creative aspect of normal language use. Chomsky argues that language provides a "remarkably favourable perspective for the study of mental processes" (p.84). Language is not ‘habit structure’; it does not consist of stimuli and responses, it is not habit-formation, phrase-repetition or generalization. Language involves innovation and formation of patterns in relation to rules of great abstractness and intricacy. This lead to the belief in an innate universal capacity for acquiring language known as 'Language Acquisition Device' (LAD). This human species specific device enables children to quickly process the speech in the environment. Children are exposed to actual speech, but learn an abstract knowledge of rules. However, some of Chomsky’s principles and guidelines were later questioned. His over-emphasis on innateness and under evaluation of the linguistic input became a matter of debate. Such criticisms lead to an acceptance of the role of linguistic input through the adults’ speech in contributing to language acquisition.

Such type of research in first language acquisition had an enormous influence on the study of second language learning. Findings in first language acquisition studies lead researchers, linguists and teachers, to view second language learning from a similar perspective and to seek out
concrete evidence by using the same techniques to gather data about the sequence and process involved.

B. Recent Research

Since then, there has been a shift to analyze the language systematically, and to try to discover the nature of the psycholinguistic process which enables every human being to learn such a complex system of communication. Following Erven's analysis, Gardner and Lambert (1972) realized that the notion of identification differs in second language learning, but could be extended or complemented with more interpersonal or social motives, such as an inquisitive sense and sincere interest in the other group. Thus, research has been concentrated to answer questions such as: "Why do some individuals learn a foreign language quickly and efficiently while others with the same opportunities fail?". One may answer such a question with quick but inadequate answers, like "It all depends on the techniques", "It relates to the student's aptitude", or "It has to do with the learner's age". However, if one looks at it from a socio-psychological perspective, one may find significant answers. Gardner and Lambert (1972) found such a point of view feasible as they looked at such following facts. A serious second language learner with an open, inquisitive and unprejudiced orientation toward foreign language learning might very likely become an acculturated member of a new linguistic and cultural community. Contrastingly, another student might consider the same process an imposition creating resentment towards the task and a doubtful feeling of belongingness. Still another student might consider learning a foreign language a means of becoming more cultured, or one which provides a useful skill for a desired aim (Gardner and Lambert 1972). Gardner and Lambert concluded that learning a foreign language can take various forms; sociological factors do influence the learners because their attitudes, views of foreign people and cultures, and orientation toward the learning process may very well determine their progress or competence in learning the foreign language. Such a perspective caused the study of language acquisition to shift from the typical
educational context to the social psychological field. Looking at the learning of English as a foreign language from this socio-psychological perspective comprises the core of this research. However, before proceeding any further into a detailed review of the literature (chapter two), it seems necessary to distinguish between certain terms as well as define others to indicate their intended meaning.

V. Definition of Terms

A. The first distinction is often made between 'acquiring' and 'learning' a language. The former refers to the subconscious instinctive process which naturally applies to children, and the latter to the conscious intentional process of internalizing a language usually referring to adults. Krashen (1981) proposes that adult second language production may involve both acquired and learned systems. The acquired system initiates the utterances while the learned system 'monitors'. For the purposes of this research, the term 'learning' is used to refer to the process relating to the subjects who participated in the study, namely university level students experiencing English as a foreign language.

B. Another distinction is between 'second' and 'foreign' languages. A second language is spoken by the community outside the classroom and has social functions within that community. It could even be used for national purposes (Harrison 1973). A foreign language, on the other hand, is limited to classroom study and used for contact outside that community. English in Lebanon is considered a foreign language as it is not used beyond certain educational and occupational contexts. It is obvious that in a second language context, the learner has a greater exposure to the second language; while in a foreign language context where the learner has limited contact with native speakers of the foreign language, exposure to the foreign language is limited to the classroom setting. The difference between the two implies different approaches to the teaching of the language where the availability or unavailability of the
language to be learned outside the classroom may help or hinder the learning process. However, these two terms are sometimes used interchangeably.

C. The term 'Second Language Acquisition' is a more recent one referring to the study of how learners learn an additional language after they have acquired their mother tongue. It does not contrast with foreign language acquisition; it involves natural and learned acquisition of all linguistic aspects the learner needs to master. The study of Second Language Acquisition is directed at accounting for the learners' competence through a framework of interrelated factors: situational, linguistic input, individual differences, learner processes and linguistic output (Ellis 1985, p.5). This study focuses on individual differences with a brief account of how these determine or are influenced by the other factors.

D. Since the focus of this study lies under the general topic psycholinguistics and sociolinguistics, the definition of these terms seems necessary. H. Stern (in Oller and Richards 1973) defines 'psycho-linguistics' as a fusion of two disciplines: psychology and linguistics, and dealing with language and the psychology related to language. Sociolinguistics, which is more recent, began to be studied because language became recognized as a variable phenomenon which is related to society as it is to language. Therefore, it is an inter-disciplinary field between linguistics and sociology. Sociolinguistics is "that part of linguistics which is concerned with language as a social and cultural phenomenon" (Trudgill 1974, p.32). It deals with a range of topics: small group interaction and large group membership, language use and language attitudes, language and behavior norms and changes in these norms (Fishman 1971). Fishman defines sociolinguistics as "the study of the characteristics of language varieties, the characteristics of their functions, and the characteristics of their speakers as these three constantly interact, change, and change one another within a speech community" (Fishman 1971, p.3). It could be simply defined as the study of the field
of language in its social context. Therefore, second language research in the realm of social psychology- to which this research belongs- focuses on situational factors that influence second language proficiency and on individual difference variables. The major question is: "Why do some learners acquire a second or foreign language faster and attain higher levels of proficiency than others?". The following three chapters attempt to examine factors believed to influence proficiency in learning a foreign language, namely the learners' attitudes and motivation, personality, parental encouragement, the teacher's role, the learners' native language and the general environment of the teaching/learning process: the Lebanese setting.

E. Proficiency, Competence, and Achievement

Competence, like proficiency, is the ability or skill to perform a task, but embodies the ability to do that effectively. Achievement differs from both in that it implies finishing a job successfully after exerting effort. Applying these terms to language learning, the first two involve the learners' knowledge of a language at a certain stage corresponding to specific requirements and prior to any specific teaching/learning task; achievement is the learners' knowledge of the language or ability after a specific program of instruction.

F. Learning a language involves acquiring certain abilities known as language skills which are four: listening, reading, speaking and writing. Rebecca L. Oxford (1990) talks about them as "modalities in varying degrees and combinations" (p.5). Sometimes, culture and grammar are considered skills but they overlap with the 'Big Four Skills' in particular ways (Oxford 1990). For the purpose of this research, the term "language skills" is used to indicate the four skills of listening, speaking, reading and writing.

After this general introduction about language, the value of learning foreign languages and the historical background of second language learning research, the following chapter reviews the literature on the two major
socio-psycholinguistics factors in second/foreign language learning, namely attitudes and motivation. Studies carried out in different settings, but mainly in Canada as a bilingual country are presented, plus a brief survey of such studies in the Arab world.
CHAPTER TWO
SECOND/FOREIGN LANGUAGE LEARNING

I. Social Psychological Factors

In general, during the past two decades, research in second language learning increased as a result of advance in the areas of general linguistics, psycholinguistics, and cognitive psychology. It is now clear that psychological and sociological factors occupy a major role in second/foreign language learning. The cognitive approach is important but not sufficient; it has to be accompanied with an affective approach. It was R.C. Gardner (1958) who first indicated that studies held to predict achievement in a second language lacked the incorporation of personal characteristics such as interest, motivation and effort. He suggested the idea of launching studies which account for the ignored motivational variables and test whether these are independent of the aptitude factors. Brown (1973) talks of a need to establish second language acquisition theories and methods based on both cognitive and affective principles. Ernest Hilgard goes further to say that unless a role is assigned to affectivity, purely cognitive theories of learning would be rejected (cited in Brown 1973). Gardner even proposed that achievement in a second language depends on two individual difference variables: a cognitive ability and an affective one (Gardner 1983). This chapter highlights some social and psychological factors through a discussion of factors affecting them. It also discusses two major theories, presents some related learning models and surveys studies in this area.

To discuss the social psychological aspects of second language learning, Gardner (1977) suggests the study of four areas that influence second language learning: social factors, individual differences, factors affecting attitudes and motivation, and costs and benefits of second language learning.
A. Social Factors

Social factors refer to any characteristic(s) of a social community which might influence an individual’s acquisition of a second language, for example, (i) the linguistic nature of the community whether bilingual or monolingual, (ii) the political climate in relation to bilingualism whether supporting bilingualism or monolingualism, (iii) the socioeconomic status of the learner whether high or low, and (iv) the language learning context whether formal or informal.

i. The social context in Lebanon can be considered monolingual-multicultural. It is typified by the individual being raised in a relatively monolingual environment of monolingual parents and learning a second language in that context. It is generally believed that such learners hardly ever develop bilingual skills because of lack of contact with the target language culture, yet this has not been proved to be right.

ii. As for the ‘political climate’—as defined earlier, second language learning is strongly recommended or even required by the Lebanese law (Bill 1946). Mastering a foreign language, English or French, is highly valued for social communication as well as higher educational purposes.

iii. Moreover, the learners’ social class is believed to influence their achievement in second language learning. High social class students tend to perceive their second language competences more positively than lower class students (Mareshall, Boudon and Lapiere 1973 cited in Gardner 1977). In Lebanon, students of higher social status generally have more chance to meet foreigners, or more specifically, people of the target language group through travelling, attending certain meetings, or gatherings..., thus may value the foreign language more than students of a lower social status.

iv. Lastly, the type of language learning context, whether formal or natural, is believed to affect the speed and level of performance in second/foreign language learning. Gardner and Smythe (1974) state that the cultural milieu affects the development of a series of
attitudinal/motivational characteristics and their potential relationship to the second language learning situation. It also affects the extent to which a student’s language aptitude relates to achievement. In Lebanon, the language context is formal since students’ almost only chance to be exposed to and to practice English is in school setting. However, schools differ in their approaches to teaching the foreign language, some give more time, others provide more motivation, and others may stress one skill rather than any other, but still, most schools are generally aware of the development in foreign language teaching and the recent recommendations in the field.

B. Individual differences

Individual differences could be characterized by the following: (i) age, (ii) sex, (iii) personality, (iv) language aptitude, and (iv) attitudes and motivation.

i. Although it is generally believed that children are superior to adults in second language learning, studies do not prove this. The only advantage young learners may possess is the longer time they have to master that language. In fact, Smith and Braine (1974) found out that adults are superior in the acquisition of a miniature artificial language; Asher and Price (1967) found adults superior at deciphering and remembering instructions given in the foreign language. Therefore, second language learners, especially adolescents and adults, may concentrate effectively in that language despite the difficulty in mastering the pronunciation and intonational patterns. Kennedy (in Oller and Richards 1973) believes that older learners can benefit from their more mature cognition, longer attention span, longer short term memory span, reasoning skills...

ii. Most research comparing proficiency and/or achievement in a second language show that females are consistently better (Carroll 1967, Horwood 1972, Burstall et al 1974 in Coons and Taylor 1977). Though no obvious reason is reported, Gardner (in Coons and Taylor 1977) refers this to two factors: child rearing and feminization of
language programs.

iii. Concerning the learner's personality, some studies found a relationship between sociability or social spontaneity and achievement in second language but others failed to find any. However, it is still generally believed that the more a person is open-minded, enthusiastic, active, unethnocentric..., the better he/she learns a second or foreign language. Self-esteem is another factor; "... no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence --- and belief in your own capabilities for that activity." (Brown 1980, p.103). Broadkey and Shore (1976) stating that "personality elements clearly affect classroom behaviour and language learning outcomes" (p.153) discuss the design of an instrument to predict language learning behaviour on the basis of personality. In this research study, students' appraisal of their knowledge of foreign languages, situational self-esteem, and their self-esteem of performing certain tasks in English, task self-esteem, were included.

iv. Language aptitudes could be defined as "a set of cognitive or verbal abilities which appears to be related to second language achievement" (Gardner 1977). This variable has always been combined with the attitudes and motivation variables to compare their relative effects on achievement. However, some researchers nowadays question the value of such concept as they see that all individuals acquire a first language, and have debated the issue of innateness or acquisition of a language.

v. "Attitudes and motivation refer to a class of non-ability variables presumed to be important in second language acquisition" (Gardner 1977, p.119). Some research dealt with a number of attitudinal and motivational measures and others with one attitudinal object. Almost all report a relationship between attitudinal variables and indices of second language achievement. In this study, the attitudinal/motivational dimension includes attitudes towards learning a foreign
language, towards learning English as a foreign language, towards Arabic as the native language, towards English culture and English speaking people, motivational intensity, daily political situation, attitude towards the English language course and teacher.

C. Factors Affecting Attitudes and Motivation
Since attitudes and motivation influence second language learning, the factors that influence them which may be categorized into general social variables and interethnic contact need to be studied.

i. The first, general social factors, could be exemplified in parental and teacher attitudes, community beliefs or cultural expectations, peer pressure, relevance of the course... Most research so far has dealt with parental and teacher attitudes and their effects on student attitudinal/motivational characteristics.

a. Parents are believed to have a major role in their children's second/foreign language process. Gardner (1977) identifies two roles for the parents: active or passive. The first refers to the parents' conscious promotion of the children's language learning as they monitor their progress and praise their success. The latter may include encouraging and supervising the children's work but necessarily involves transmitting negative attitudes towards foreign language learning. This can be manifested openly through comments about speakers of the target language or the importance of language learning in the curriculum, or indirectly by showing apathy in the foreign language. For example, parents may be encouraging the children to learn the language and stressing the importance of doing well in the second language course but at the same time show negative attitudes towards the target language group, thus undermining their active role. This results in creating doubts about the importance and utility of second language learning. Different studies were carried out to test the influence of parents' attitudes on the children's second/foreign language learning process.
Gardner (1960) found out that integratively oriented students came from homes of integratively oriented parents who showed favourable attitudes towards the target language group. He concluded that the learners' orientation is a result of a family-wide orientation, thus the degree of skill the learner attains depends on the attitudinal atmosphere in the home. Feenstra (1967) reported that parents who have positive attitudes towards French Canadians and who are integratively oriented encourage their children to study French and as a result these children are skilled in French. Feenstra and Gardner (1968) reported that children with ethnocentric tendencies have parents with similar attitudes. Gardner and Santos (1970) reported an association between the students' orientation and difficulty with cultural identification and their parents'. The only parental characteristics investigated in this research are the educational and occupational background and encouragement of English language learning as reported by the students themselves. As the latter is the subjects' perception of the parents' encouragement, it must be said that it may or may not conform to the parents' opinion; however, this perception is the students' reality in their practical learning process.

b. Likewise, teachers play a significant role in the foreign language teaching process. Teachers are expected to have some general characteristics, personal and professional, to be successful in their task. Personal characteristics are those pertaining to the teacher as a human being, that is, they have no relation to professional competence. Patience, tolerance, warmth, flexibility, sensitivity, open-mindedness, and self confidence are the major characteristics a teacher has to have. Such qualities—Robinett believes—are innate but could be brought to surface or enhanced (Robinett in Burt, Dulay and Finocchiaro 1977). Moreover, teachers should be enthusiastic, inspiring, holding the students' confidence and manifesting positive attitudes towards the second/foreign language. Inspiration is an essential
characteristic because it maintains freshness and spontaneity in the classroom. It arises from a love of teaching and it attracts and interests students. Professional qualities include knowledge of subject matter and teaching techniques. Teachers have to be proficient in the language they are teaching and to fully understand its culture. They have to know what constitutes language, how it operates, how speech and writing are related, how languages compare and contrast, how language reflects culture, how language varies from one region to another, how it is learned and how it influences people. The teacher has to be familiar with the phonological, morphological, syntactic and lexical systems. Here the teacher's ability to impart knowledge plays a major role (Burt, Dulay and Finocchiaro 1977).

The students' attitudes and view of their abilities correlate with the teachers' expectations of them. Thus, teachers should not generalize about the students' potential abilities nor misguide them about their actual abilities. Evaluating the students on the basis of information about their parents' socio-economic status or background for example, may have a negative effect on the students' attitudes, aspirations and/or achievement. Moreover, if students are expected to achieve more than they can give, they may lose motivation and interest. Allwright (1977) summarizes the teachers' role in their responsibility for trying to influence other motivational sources- like class peers, outside friends, siblings, parents, school organization, other teachers and other sources- so that these, especially those directly concerned with the classroom activities, work in harmony with them. The teacher is an important element in the environment in which the target language is learned. The teacher's motivation is affected by the incentives of the job itself, like the salary, prestige, and conditions such as the class size, nature of hours worked and physical environment. Denis Girard (1977) reports the results of a study held in France to explain why some teachers fail and others succeed in a given situation.
The study was held by a German teacher called M. Yves Bertrand (1969) who asked 30 French students to imagine the ideal foreign language teacher. The following characteristics were mentioned: youthful character, highly cultured, developing the pupil's culture, helping students to succeed in life, making them understand and sympathize with foreigners, and dealing with present day problems.

For the purpose of this research, one part of the students' questionnaire was designated to elicit information about how the students perceive their English language teacher: personally and professionally. Furthermore, the teachers' questionnaire involved some questions about the teachers' educational background, enthusiasm towards the teaching profession and relationship with students.

ii. It is believed that interethnic contact provides a kind of motivational support derived from the probable appreciation of the target language group. Special educational programs were developed to provide interaction between learners of a second language and members of the target language group, such as 'Language Study Abroad Programs', 'Exchange Programs' and 'Excursion Programs'. Yet, one has still to think of the nature of the contact, whether pleasant leading to a positive relation or unpleasant leading to a negative one. Disappointingly, most research in this area failed to find any relationship between the field of interethnic contact and its effect on second language achievement (Gardner et al 1974, Clement et al 1975, and Cziko and Lambert 1976). The causes could be related to the extent the learners participate in the excursion or interact with members of the target language group and to the nature of the experiences they have. However, Tucker et al (1976) reported some positive results of their study concerning two types of immersion programs: (1) early immersion and (2) immersion in the target language after several years of formal training in
traditional second language curriculum. Students who participated in such programs performed better than those who studied French as a second language on four measures. Here, the question of other variables which could have played an equal role is raised. In the Lebanese setting, such practices are absent from the curriculum. The only direct contact students have with the target language group members is with English speaking lecturers at the universities or, in rare cases, through travelling.

D. Costs and benefits of second language learning

Costs and benefits of second language learning refer to the advantages and disadvantages of bilingualism in language development, intelligence and cognitive behaviour, scholastic achievement, emotional adjustment, or personality development (Gardner 1977). The term might also refer to the costs and benefits of a society which supports more than one language to maintain a distinct cultural identity. These factors lie beyond the scope and interest of this study, and were therefore excluded; this research is directed towards variables more directly concerned with the learner.

In this study, the three factors—i.e. excluding costs and benefits of second language learning—believed to affect second/foreign language learning, namely: social factors, individual differences, and factors affecting attitudes and motivation in second language learning, comprise the factors to be studied. They are represented in the questionnaire items discussed in chapters four and five. Now, a look at two social psychological theories: the Acculturation Theory and the Sociopsychological Theory, followed by models of second language learning helps clarify two basic concepts of this research: attitudes and motivation.
II. Social Psychological Theories

In general, a theory of second language acquisition derives from one discipline or more of five: linguistics, sociolinguistics, social psychology, neurolinguistics, or cognitive psychology. The focus of this research is in the field of social psychology, which is the study of an individual's behaviour in his/her social context. Allport (1954) states that social psychology is "an attempt to understand how the thoughts, feelings and behaviours of individuals are influenced by the actual, imagined, or implied presence of others" (p.2). Social psychological phenomena, i.e. the dynamics of attitudes, motivations, identities and intentions, need to be examined for a full understanding of why individuals acquire, use and react to language and its varieties (Giles and St Clair 1979, Preface p.2). A presentation of two theories of this field follows.

A. Acculturation Theory

Nowadays, the prevailing trend of second language learning is to regard the process as a social psychological experience. In fact, researchers came to study sociolinguistics and social psychological factors since they found a close relationship between social psychological acculturation and degree of success in learning a target language.

i. Acculturation is one of three general integration strategies which the second language learner may adopt in terms of cultural patterns involving life style and values (Schumann, 1976). Acculturation is a construct of social factors, i.e. relationship between two social groups who are in a contact situation but who speak different languages, and affective ones. Acculturation is seen as modification of attitudes, knowledge, and behaviour; it involves addition and elimination of certain elements to/from the individual's cultural background. In other words, it is social and psychological adaptation: learning the appropriate linguistic habits to function within the target language group (McLaughlin 1986). It involves besides adapting to the life style and values of the target language group,
maintaining at the same time one's own cultural patterns for use in intragroup relations (Schumann, 1976). The other two strategies are assimilation and preservation. Assimilation refers to giving up one's own life style and values and adopting those of the target language group, while preservation refers to a complete rejection of the target language group's life style and values and maintaining one's own cultural pattern as much as possible. Therefore, any learner can be placed on a continuum ranging from social and psychological distance to social and psychological proximity with members of the target language (Gingras 1978). This could be visualized as such (figure 2.1):

**FIGURE 2.1 Integration Strategies**

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preservation          acculturation          assimilation
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ii. Social and Psychological Distance

Schumann who has had a great influence in the study of the social and psychological factors involved in adult language learning, maintains that second language acquisition is one aspect of acculturation. In fact, the degree of acculturation highly determines the level of second language learning, and in turn, is determined by the degree of social and psychological distance between the learner and the target language culture. This social distance is influenced by, besides the learner's adaptation and preservation, notions such as domination or subordination of one of the two groups, its size, enclosure, cohesiveness, congruence with the other group, attitude towards the other, and the second language group's length of residence in the target language group's area. Psychological distance is the result of various affective factors that concern the learner as an individual: language shock, culture shock or stress, kind of motivation—integrative versus instrumental—and ego permeability. The following figures help in describing factors determining social and psychological distance (Schumann 1978). Each figure gives a list of certain conditions, positive or negative,
influencing social and psychological distance respectively (L2G= second language learning group, TLG= target language group).

FIGURE 2.2 Social Distance

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social equality between TLG and L2G</td>
<td>No social equality</td>
</tr>
<tr>
<td>Both groups desire assimilation</td>
<td>No desire of assimilation</td>
</tr>
<tr>
<td>L2G is small and not cohesive</td>
<td>L2G's culture is congruent with TLG</td>
</tr>
<tr>
<td>L2G's culture is congruent with TLG</td>
<td>Both groups have positive attitudes toward each other</td>
</tr>
<tr>
<td>Both groups expect L2G to share facilities</td>
<td>No expectation of shared facilities</td>
</tr>
<tr>
<td>L2G expects to stay in TLG are for an extended period</td>
<td>No expectation by L2G to stay in TLG area</td>
</tr>
</tbody>
</table>

FIGURE 2.3 Psychological Distance

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>No language shock</td>
<td>Language shock</td>
</tr>
<tr>
<td>No culture shock</td>
<td>Culture shock</td>
</tr>
<tr>
<td>High Motivation</td>
<td>Low motivation</td>
</tr>
<tr>
<td>Low ego boundaries</td>
<td>High ego boundaries</td>
</tr>
</tbody>
</table>

Schumann suggests that when social and/or psychological distance is great, it hinders acculturation, and thus the learner will not progress beyond the early stages and the language will be 'pidginized', a process very similar to the formation of pidgin languages¹.

It is noticed that such a theory seems to apply only to a situation where an individual is learning the second or foreign language as a member of a social group which is in contact with another social group whose members speak a different language. If this is the case, one may conclude that assimilation fosters minimal social distance and preservation causes it to be maximal. While assimilation

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¹ A pidgin language refers to "a language with a markedly reduced grammatical structure, lexicon and stylistic range-formed by two speech communities attempting to communicate—approximately to the more obvious features of the other's language" (Crystal 1985, p.234).
enhances language learning and preservation hinders it, acculturation falls in the middle.

Therefore, advocates of this Acculturation Theory explain the difference between learners to achieve mastery of the target language in terms of 'distance'. If the second language learner is cut off from access to native speakers because of social distance or psychological distance, his interlanguage will not develop, i.e. it will fossilize. Thus, the level of success in learning the target language is determined by the degree to which second language learners succeed in socially and psychologically adapting to the target language group, i.e. the degree to which they are open to the available input. In other words, the more the social and psychological distance between second language learners and the target language group is, the lower the learners' degree of acculturation toward the group and vice versa. McLaughlin (1986) sees that social psychological factors such as the attitude toward the target language, motivation to learn, and social distance are seen to underlie the impetus toward acculturation. But what if the individual is learning the second or foreign language in his/her own country where the target language is not used for communication and where the learner does not need to go through a process of acculturation or adaptation? In this case, the Sociopsychological Theory offers more suitable explanations. It could finally be said that it is expected that the closer the two societies are, or the closer they are perceived to be, the easier the second language learning task will be.

B. The Sociopsychological Theory

A group of researchers at McGill University and Western Ontario carried out various studies in the field of sociopsycholinguistics and reached certain conclusions that led to the beginnings of a sociopsychological theory of

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2 Fossilization is "a type of construction which is no longer productive in a language" (Crystal 1985, p.126).
second or foreign language learning:

"The successful learner of a second language must be psychologically prepared to adopt various aspects of behavior which characterize members of another cultural group. The learner's ethnocentric tendencies and his attitudes toward the members of the other groups are believed to" relatively determine success in learning the new language. "His motivation to learn is thought to be determined by his attitudes toward the other group in particular and toward foreign people in general and by his orientation toward the learning task itself" (Gardner and Lambert 1972, p.3).

Though this theory generated as a result of studies held in Canada, and was tested in other bilingual communities, it can be generalized to apply in other contexts where the target language is a foreign—not second—language, as applicable in this research.

What are 'Attitudes' and 'Motivation'?

As defined earlier, attitudes and motivation are non-ability variables believed to be significant in second language acquisition (Gardner 1977). Attitudes and motivation are only two types of individual differences of students learning a second or foreign language that could affect achievement in the study of the language. Carroll (1962) refers to three learner characteristics—aptitude, general intelligence and motivation—and two instructional variables—the opportunity the student has for learning and the adequacy of material presentation—that affect second language learning.

i. Attitudes: definition and components

An attitude has been defined as a mental and neural state of readiness which is organized through experience. It exerts a dynamic influence upon the individual’s response to all objects and related situations (Allport 1954). Attitudes are composed of the following aspects: cognitive—the individual’s belief structure, affective—emotional reaction, and conative—the tendency to behave toward the
attitude object (Harding et al. 1954).

Alfred Smith (1971) describes the formation of an attitude in the following steps with illustrations: first comes the development of the cognitive component, i.e., the perception of the concept or situation. Students develop a concept of ‘foreign language and foreign language class’. Then, they develop the affective component, i.e., certain feelings towards the cognitive element. It might be a feeling of excitement, happiness and confidence, or a feeling of boredom, frustration and anger. The next step is the evaluative, i.e., the appraisal of the feelings. Here the learners may generalize that a foreign language is 'good' or 'hard'. Finally, there is the behavioural component which is the manifestation of these evaluations. Students behave in accordance with these evaluations; they either participate actively or do not.

Gardner (1985b) believes that an individual's attitude is an "evaluative reaction to some referent or attitude object, inferred on the basis of the individual's beliefs or opinions about the referent" (p.9). Thus, attitudes influence the individual's response to attitude objects or situations, and do not determine them.

H. Douglas Brown, in his book Principles of Language Learning and Teaching (1980), classifies attitudes in the affective domain of the four general domains of comparison and contrast between first and second language acquisition which are the physical, cognitive, affective, and linguistic domains. Benjamin Bloom and his colleagues (Krathwohl, Bloom, and Masia 1964) attempted to define the affective domain by outlining five levels of affectivity: receiving a stimulus from the environment, responding voluntarily and receiving satisfaction from this response, valuing and pursuing a behaviour or person— if internalized, forms an attitude— organizing the values into a system of beliefs, and finally acting consistently with one's 'value system'. Attitudes develop in early childhood as a result of parents' and peers' attitudes, contact with different people, and
interacting affective factors in the human experience forming one's perception of self, others, and culture.

Gardner and Lambert (1972) attempted to study the effect of attitudes on language learning. They studied the interrelationships of a number of different types of attitudes that make up motivation. Their definition of motivation is that it is a construct made up of certain attitudes, the most important of which is the attitude towards members of the target language. Such an attitude is a factor of the learners' attitudes toward their own native culture, degree of ethnocentrism, and the extent to which they prefer their native language over the learning of a second language. Dry (1977) defines it as an internal drive, affected by the incentives, but made by the individual of his own aptitudes and capacity and of his actual and potential relation to society (p.190).

ii. Motivation: definition, component, aspects and types

Human motivation is regarded as a continuum from basic physiological needs to conscious goal directed behavior influenced by learned motives. Motives, particularly secondary ones like achievement need and social motivation which are culturally determined, can be changed and new ones learned (Mugglestone 1977). In every field of human learning, including second language learning, motivation is the crucial force which determines whether learners embark on a task, how much energy they devote, and how long they persevere.

Motivation is a complex phenomenon that includes many components: the individual's drive, need for achievement and success, curiosity, desire for stimulation and new experiences... . Dry (1977) defines it as "a function of the self-image, which is the assessment, varying in time, made by the individual of his own aptitudes and capacity and of his actual and potential relation to society at all degrees of proximity to and remoteness from himself, compounded of varying, and sometimes rapidly fluctuating, amounts of reality and fantasy, and of conscious and unconscious..."
beliefs" (p.190). It is affected by the incentive but differs from it in that the latter is the external system of rewards and punishment. Therefore, motivation to learn a second language refers to the extent the individual strives to learn the language because of a certain desire to do so and the satisfaction attained by this process. In other words, it is a combination of an effort, a desire, and favourable attitudes towards learning a foreign language (Figure 2.4).

Figure 2.4 A Motivation Construct

Motivation = Effort + Desire + Favourable Attitudes

Allwright (1977) analyzes the concept of motivation by pointing to its sources in the school situation. He identifies thirteen potential sources: parents, siblings, other relatives, outside friends, classmates, other school children, language teacher, other teachers, head teacher, school organization, entertainment agencies, potential employers, information agencies. These are further classified into intrinsic and extrinsic aspects of motivation (see chapter one, part III.A). The intrinsic aspect could be manifested in statements like "English lessons are fun", "I like the sound of it", or "I like the teacher". The extrinsic aspect could be either 'instrumental' or 'integrative'. The former is associated with approval or a sense of achievement in the shape of encouraging comments, and the latter with the foreign language community acceptance. Finocchiaro (in Hines and Rutherford 1981) writes that an extrinsic motivation becomes intrinsic if the learner becomes confident because of perceived successful performance. (A detailed explanation of each type of motivation follows in part B.ii.c). Successful motivation depends on agreement between the afore mentioned major sources of motivation. These could be grouped into three major headings: the learner, the teacher, and the institution which organizes the learning/teaching situation (Dry 1977). Concerning the institution, there must be a balance between the purpose of the institution and the smoothness of its operation, i.e. the administration and the classroom, i.e. teacher and student. The teacher should
enjoy a certain sense of initiative as well as personal inter-relations at the professional level.

The learners' motivation is affected by three factors. The first is the nature of incentives and their relation to their actual situation. For example, learners with a low level of incentive, who assess their academic potentials as low and who has been forced to learn a language by methods they dislike, will probably not attempt to learn. The second is the learners' assessment both as a result of the social environment and consequent on the personal experiences. For example, in a society where it is normal for everyone to know two languages, a learner will be acquiring the language. The third factor is the learners' experiences in the learning situation (Dry 1977).

William Littlewood (1984) focuses on two aspects of motivation which are crucial for second language learning, namely communicative need and attitudes towards the second language community. If a person perceives a clear communicative need for learning a second language, he/she will be drawn towards it. Such a need depends on the nature of the social community the learner lives in. In bilingual or multilingual communities, for example, the need is apparent and also reinforced by the cultural assumptions with which people grow up, thus a second language is a normal and necessary extension of their communicative repertoire. However, in a monolingual community, it is a process similar to the acquisition of different styles of speaking to suit the different types of situations. This means that the second language has no established functions inside the learner’s community but will be mainly used for communicating with outsiders. Thus, people are less likely to be sharply or constantly aware of a communicative need for it. However, this general view is not sufficient; some communities are more likely to produce large numbers of learners motivated by perceived communicative need. Inside any community, there is wide variation between individuals. For example, there might be members in a linguistic minority with less desire than others for contact with the wider
society, thus achieve limited proficiency in the second language.

The second aspect for learning a second language is attitudes towards the second language community. There are two main reasons for a speaker to benefit from his motivation if he/she is favourably disposed towards the speakers of the language; first, whether he/she wishes for more intensive contact with the second language group, and second, the extent to which a learner is willing to give up markers of his/her own identity in the process of adopting new speech patterns. Where learners do not have sufficient experience of the second language community to form any attitude, for or against, attitudes will probably relate more to the learning experience in the classroom where the learner derives an image of that community from the teacher and materials.

O'Doherty (in Oller and Richards 1973) maintains that a variety of social criteria determines the choice of learning a second or third language and affects the individual motivations in second language learning. He presents these motivations in the following figure (adapted from p.252):

FIGURE 2.5 Factors Influencing Motivation

<table>
<thead>
<tr>
<th>Social</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>voluntary</td>
<td>necessary</td>
</tr>
<tr>
<td>economic</td>
<td>cooperation</td>
</tr>
<tr>
<td>pedagogic</td>
<td>identification</td>
</tr>
<tr>
<td>cultural</td>
<td>competition</td>
</tr>
<tr>
<td></td>
<td>identification</td>
</tr>
<tr>
<td></td>
<td>emulation</td>
</tr>
<tr>
<td></td>
<td>gratification</td>
</tr>
</tbody>
</table>

O'Doherty further explains that 'voluntary social motivation' is usually linked to cultural prestige factors rather than socioeconomic ones. Therefore, an individual of a low prestige culture may intend to adopt the language of a high prestige culture so that it becomes more than a means for communication- but a symbol of civilization, culture, or social class. In this case, the first language will be a symbol of traditional values, cultural identity or political
unity. In fact, learning a second language is nowadays more than an economic necessity. In Lebanon for example, the need for learning a second language is strongly felt for achievement in higher studies and for keeping up with the vast scientific and technological progress of the world (chapter one, parts III.B and C).

The new wave of interest in foreign language learning led many linguists and socio-psycholinguists to study the notion of motivation and carry out different studies to define its aspects and see its impact on various language learning skills. Gardner and Lambert put forward the beginnings of the now prevailing theory. They believe that developing real competence in a new language needs different motivations than the need for achievement or fear of failure (Gardner and Lambert 1972). So they talked of two types of motivation that account for the existence of certain aims the learner has planned to achieve: integrative and instrumental. These two notions are known as orientations because they refer to reasons that push individuals towards the goal of learning a foreign language (Gardner 1985b). (1) Integrative orientation involves the learner's desire to associate with members of the second language group, share part of their culture, and be accepted as a member of their community. Learners with integrative motivation have a genuine interest in the second language community; they want to learn its language in order to communicate with its members freely and gain closer contact with them and their culture. Learners tend to adapt their linguistic and non-linguistic behaviours to fit the new culture. Therefore, acquiring a new language involves more than acquiring a new set of verbal habits; it involves adopting appropriate features of behaviour which characterize members of the other linguistic community. (2) The contrasting form of orientation is referred to as instrumental orientation. It is characterized by a desire to gain social recognition, economic advantages, or career advancement through knowing a foreign language. Thus, such a learner of a second language is pushed towards practical goals or benefits of a non-interpersonal sort. Therefore, there is no interest in the
second language nor in the second language culture, but in utilitarian purposes, for example, gaining a necessary qualification, improving employment prospects, reading original publications rather than translations, for trade or travel purposes... . Many studies have been held to investigate the role of each and to find out which is more related to success in second language learning. Some hypothesized that integrative orientation is a better predictor of achievement (Smythe et al 1972, Gliksman, Gardner and Smythe 1982 ...), and others suggested that an instrumental orientation is more relevant under certain circumstances (Lukmani 1972, Gardner and Lambert "The Philippine Study" 1972...). Gardner and Smythe (1973) concluded that integrative orientation provides a long term goal by which learners may attain bilinguality— if they persist. However, this classification is not necessarily a dichotomy. Many learners give reasons which overlap the two categories, thus the concept of a 'composite' orientation which involves both instrumental and integrative aims for learning a second language. True competence can be achieved by a prolonged study. Finocchiaro (in Hines and Rutherford 1981) states that motivation is not either extrinsic or intrinsic, instrumental or integrative; both types should be fostered where feasible.

Under the title 'Other Sociopsychological Variables of Interest', Gardner and Lambert (1972) stated that the type of orientation toward the task of learning a foreign language most probably develops from a deep attitudinal base. Learners who have strong ethnocentric and authoritarian attitudes or who have learned to be prejudiced toward foreign peoples are unlikely to approach the language learning task with an integrative outlook. So, there is a need to measure feelings of societal dissatisfaction or social uncertainty. First, integratively motivated students may develop a basic dissatisfaction with their own society. Second, advanced students may find that their own skills permit them to leave their own cultural group and become members of the target language group. This might lead to disillusionment, a feeling of being lost somewhere between
two cultures. In this research, the learners' level of ethnocentricity is included to study whether it affects or is affected by some of the learners' attitudes and their motivational intensity the English language course.

Lukmani (1972) puts forward many questions concerning the concept of 'motivation': How can such motivation be measured? Why are the two categories important? Why are they separated? Answers for such questions may be found in the following. The type of orientation for second language learning affects achievement as well as the particular skill areas of language attainment; instrumentally oriented students have greater success in formal language skills, such as grammar and vocabulary than in communicative ability, while integratively oriented students have more success in acquiring native like phonological skills than in formal areas of language (Goldberg and Wolfe 1982).

This total accumulated knowledge about the motivational variables associated with learning a foreign language led Gardner and others to classify these variables into the following characteristics (Schumann 1975, p.218):

a. **Group Specific Attitudes**: attitudes of second language learners towards the target language group.

b. **Generalized Attitudes**: attitudes towards foreign languages where the learner's degree of ethnocentrism, authoritarianism, and machiavellianism play a major role.

c. **Course Related Characteristics**: attitudes towards the foreign language, the foreign language course and the foreign language teacher, as well as parental encouragement.

d. **Motivational Indices**: the learner's reasons for studying the foreign language, the amount of effort exerted, and desire to learn the foreign language.

From the belief that attitudes and motivation are two influential factors in second/foreign language learning and the various studies held to prove this, this research has concerned itself with the study of such variables in Lebanon where the target language, English, is needed as the medium
of instruction. Such attitudes were formed during the time a learner has been growing up, and were influenced by the environment: social, educational and parental, and are believed to influence one's reaction to and behaviour in learning English as a foreign language. Motivation is formed as a result of a certain desire to achieve a goal, and like attitudes, is affected by contact with the surroundings: parents, relatives, friends, and teachers and determines the effort a learner exerts in a learning task. In relation to these factors classified earlier in this study, the main factors of this study comprise:

a. attitude towards English speaking people and culture,
b. attitude towards learning foreign languages in general and Arabic as the native language, and level of ethnocentrism,
c. attitude towards the English language course and teacher, and
d. type of orientation, instrumental or integrative, and motivational intensity.

As a result of the above mentioned interest in socio-psycholinguistics and studies held to investigate relationships among various factors and to predict achievement, various models of second language learning were formulated.

III. Models of Second Language Learning

Models of second language learning have been directly affected by the general educational trend of the epoch. For example, in the U.S.A., first attempts to identify probable successful learners started by focussing on intelligence. Hence, intelligence testing came to be popular for predicting achievement in second language learning. In the 1950's, the general belief was that there were certain abilities that influence learning a second language, thus the development of aptitude battery tests to predict achievement. The study of 'attitudes' as a factor influencing second language learning came later on. In England, however, the study of attitudes started earlier. In
the 1940's, Jordan (1941) reported that attitudes towards French were generally positively related to grades in French. This was influenced by Jones' report that attitudes toward learning Welsh were influenced by home language background. A brief presentation of three models of second language learning follows in a chronological order.

A. An Educational Model

Carroll (1962) hypothesized that achievement in a second language depends on instructional characteristics and individual differences. The first refers to the adequacy of material presentation and the opportunity for learning which are both under the control of the educational system and the teacher. The second refers to intelligence, aptitude (amount of time needed to learn a task), and motivation (amount of time the learner is willing to expend), which altogether affect the level of achievement but are affected by the instructional characteristics. As may be noticed, Carroll talks of aptitude in terms of time but individual differences in language have been assessed by verbal abilities. This model seems to be too general to be applied in different contexts, i.e. whether the target language is second or foreign and whether the classroom learning situation is formal or informal.

B. A Social Psychological Model

Lambert in (Lambert et al 1963, and Lambert 1967) suggests that learning a second language necessitates the will to adopt various aspects of behaviour of the target language. The level of achievement in a second language depends on the learner's ethnocentric tendencies and attitudes towards the other community. Moreover, the nature of the learner's orientation towards second language learning determines the individual's motivation to learn the target language. During the process of second language learning, the individual may experience 'anomie', especially when the target language becomes more than a reference group. Anomie is the feeling of social uncertainty or dissatisfaction. It may develop in certain situations where, for example, an individual is learning a target language to
become accepted in the target language group, and later suffers a 'marginal position', i.e. position in the native group has changed (Lambert et al 1963). This model is not applicable to the Lebanese educational system since what is referred to as a second language is actually a foreign language, where a learner has relatively less opportunity to encounter the language.

C. A Social-Educational Model

This model of second language learning is the most recent one. It is based on Carroll's suggested individual differences and Lambert's social psychological implications of language study. Gardner incorporated the above two models, however, focussing on identifying the major parameters of motivation in second language learning. He stresses the role of four basic elements (Gardner 1981, 1983):

1. The **Social Milieu** where language learning occurs. It includes the cultural beliefs which may influence the development of attitudinal variables relevant to language acquisition,

2. **Individual Difference Variables**: intelligence, language aptitude and motivation. These interact with the second language acquisition context to help second language proficiency. However, the impact of these factors on proficiency is greatly determined by the cultural milieu which affects the community's attitudes towards the value of learning a foreign language,

3. **Language Acquisition Context** which is of two types: formal language training situation where students receive specific instruction in the second language, and informal language experiences where the individual may learn the second language skills without direct instruction. It is believed that both aptitude and motivation play a major role in formal language acquisition classrooms while motivation has a more influential role in informal situations, and

4. **Outcomes**, both linguistic, i.e. language knowledge and skills, and non-linguistic, i.e. interest in knowing the language more and using it.
This model can be illustrated in the following figure (Gardner 1981, p.99):

**FIGURE 2.5 The Social-Educational Model**

(L2 = second language)

Social Milieu

Individual Differences

L2 Acquisition Context

Outcome

- Cultural Beliefs
  - Intelligence
  - Motivation
  - Language Aptitude

- Formal Language Training

- Informal Language Experience

- Proficiency

As seen above, the three individual difference variables directly affect the acquisition of any language skills: intelligence influences the extent to which students understand the nature of the task to be learned; motivation affects the amount of effort expended in learning the second language. Motivation here is seen to be a complex of three aspects: effort (motivational intensity, how much the student wants to learn the language), desire, and affect (attitudes towards learning the Foreign Language, the student's emotional reactions towards the language learning experience). The three individual differences are implicated in the formal language acquisition context, intelligence and aptitude are more effective in formal language learning contexts, while motivation is more effective in informal contexts.

It is worth mentioning that in a more recent presentation of the model, aptitude is separated from the attitudinal and motivational clusters to reflect its independency. An arrow is also added to indicate a reciprocal impact of proficiency or achievement on attitudes, though Gardner admits this may be the weakest link in the model (1980 in Attitudes Towards Language Variation Ryan and Giles 1982). This model will be referred to in the final chapter as conclusions and teaching/learning
implications are drawn.

IV. Different Studies in The Field

Since the emergence of Gardner and Lambert's Socio-psychological Theory of second language learning which states that attitudes and motivation are related to achievement in second language learning independent of intelligence and/or language learning aptitude, numerous studies have been held to investigate its validity. Studies were held in different cultures and settings, such as the United States (Maine, Louisiana, and Connecticut), Canada (Quebec and Ontario), and the Philippines, and on different ethnic groups, e.g. Spanish, Chinese, Japanese, and Mexicans living in the U.S.A., French and English Speaking Canadians, and Philippine students. Some early research had focussed on the study of the relationship between linguistic aptitude and motivation to learn a foreign language (Gardner et al 1974, Gardner and Lambert 1959). Considerable research has been devoted to study the relation between attitudinal/motivational variables and achievement in a second language (Research Group, Oiler and Associates). Some have focussed on one attitudinal variable and others on a few, such as attitude toward self, native language group, target language and/or target language groups.

A. Relationship between Linguistic Aptitude and Motivation

i. In an attempt to determine the comparative importance of linguistic aptitude and certain motivational variables in second language learning, Gardner and Lambert (1959) administered a battery of tests, involving measures of language aptitude and attitudinal/motivational characteristics to a group of Grade Eleven English speaking students in Montreal-Canada. They were 43 male and 32 female students of seven years formal training in French. The materials consisted of scores on twelve tests (general test including spelling cues, words in sentences, number learning, phonetic script; college entrance examination; motivational intensity scale; California F-Scale; audience sensitivity scale,
attitudinal scale) plus the instructor's rating of students from poor to excellent. Correlations among these measures— with teacher's ratings of the students' ability to speak and understand French— were factor analyzed. Out of the four factors obtained, two showed relation to achievement in second language: (1) linguistic aptitude factor, and (2) motivation of a particular type— factor; integratively oriented students are generally more successful in acquiring French, have more favourable attitudes towards members of the target language group and are more strongly motivated to acquire the language than those who are instrumentally oriented. Moreover, students with high verbal ability are more successful in acquiring second language skills; students learning the second language for communication purposes tend to have more favourable attitudes towards the target language group and express more effort to learn the second language. In a similar study, Gardner and Smythe (1975) concluded that a student can reach a relatively high level of second language proficiency if he/she has a high level of language aptitude or the appropriate motivation. However, language aptitude is static, i.e. of a relatively stable characteristic. Contrastingly, an integrative motive is a complex interplay of attitudinal and motivational variables which are believed to be modifiable. Thus, second language acquisition can be promoted by the integrative motive. One may wonder to what extent these findings are applicable in different contexts and what other variables could influence achievement in language learning in these different contexts.

ii. Other studies focused on the cultural milieu where the learning process is taking place. Gardner and Smythe (1974) pointed out that the student's learning environment affects the development of attitudinal/motivational characteristics and the extent to which a student's language aptitude relates to achievement. For example, a student will be highly motivated if everyone in the cultural community is expected to learn a second
language, or if he/she is left in a city where a different language is spoken. However, a student learning the 'rudiments' of a second language and has no opportunity to use it in the immediate environment, and whose parents are not familiar with that language may doubt the necessity of learning that language (Gardner and Smythe 1975). Goldberg and Wolfe (1982) suggest that where there is a 'readily available' second language community nearby, students seek to learn the new language to interact with the group; where there is no such group, students do not separate integrative and instrumental orientations for second language learning. Schumann (1975) goes even further to say that an instrumental motivation can be very effective in environments where there is an urgency about learning a second language. However, studies involving situations which are considerably different from each other showed that the instrumental value of the second language varied from one setting to another as did the opportunity for real life interaction with members of the second language community. For example, a bilingual city like Montreal provides circumstances where an English speaking individual might profitably use French for both its instrumental and integrative value. Contrastingly, a predominantly English speaking city like London, Canada or Ontario would not offer the same possibilities. Such various settings revealed differences in the relative effects of instrumental and integrative orientations on second language performance.

B. Role of Attitudes and Motivation in Second Language Learning

Many empirical studies in second language acquisition indicated that there is a relationship between attitudes towards learning a foreign language and proficiency in the target language in the case of adult language learners. Some found a positive relationship between attitudes towards the target country and people and learning a foreign language (Gardner and Lambert 1972; Gardner 1980, 1983; Gardner and Smythe 1981; Gardner et al 1985; Laine 1984; Spolsky 1969).
However other studies indicated a negative relationship: the more proficient students were in English as a second language, the more negative they were towards the target language group (Oller, Baca and Vigil 1977, Chihara and Oller 1978 and Svanes 1987, 1988). Here follow some detailed illustrations of each type of correlation.

i. Positive Relationships
The Language Research Group— a group of researchers, graduate students, research assistants, and educators concerned with problems of second language acquisition formed in 1971— carried out two studies of classroom behaviour to test the role of attitudes and motivation in learning a second language (Gardner et al 1976a). In its first research design, an attitude/motivation questionnaire was administered in the first week of classes to 90 Grade Nine students in three classes. Subjects were classified as integratively/non-integratively motivated based on their scores on six measures. Two raters observed and recorded the students' behaviour according to the following categories:

a. number of times a student volunteered an answer,
b. number of correct responses a student made, and
c. number of positive reinforcement a student received.

Findings showed that integratively motivated students volunteered to answer more than non-integratively motivated students, made more correct responses, and received more positive reinforcement.

The second research design was an extension of the first with two differences: (a) the subjects were 150 students from Grade Nine to Grade Eleven in six French classes, and (b) no record of number and type of reinforcement received was kept. Instead, observers rated students on their perceived affect, the degree to which they seemed interested. The first findings of research design I were the same in research design II. The third finding was that integratively motivated students were perceived as being more interested in French lessons. The
general conclusion is that integratively motivated students are more active than non-integratively motivated students in second language classroom. The Research Group thus implied that since individuals rely on their own behaviour to make inferences about their attitudes, a change in behaviour can result in a change in beliefs and attitudes. The findings of these studies urges one to believe that non-integratively motivated students should be encouraged to modify their role in the classroom from passive listeners to active participants by receiving positive reinforcement. And as it was suggested, this might lead to change of attitudes toward learning the second language, resulting in improvement in the level of achievement.

This concept of changing the learners' attitudes towards the learning task triggered a series of studies concerned with 'attitude change'. Since it became clear that second language learners benefit from positive attitudes and that negative attitudes may decrease motivation, negative attitudes can be changed by exposure to reality, i.e. encounters with the target language people and culture. This will hopefully lead to the understanding and respecting of different cultures as well as of one's own culture. Moreover, learners are expected to become more open and motivated in their language study (Wallach 1973). Wallach suggests that foreign language learners be first prepared for the cross-cultural experience and then offered first hand experience. Ralph (1982) in his article "The Unmotivated Second-Language Learners: Can Students' Negative Attitudes Be Changed?" goes further to present statements of 'turned-off' students regarding their second language classes, and suggests solutions reached through psychological research involving motivation and then by specific instructional procedures (for details refer to article).

John Oller, with his colleagues, conducted several large scale studies of the relationship between attitudes
and language success. Oiler, Hudson, and Liu (1977) hypothesized that positive attitudes, especially toward the target language group, would correspond to lower attainment in the target language. They conducted a study on 44 Chinese students (28 males and 16 females) studying at the University of Mexico or the University of Texas at El Paso. All were native speakers of Chinese, from a relatively high socio-economic status, and had been in the U.S.A. for an average of 3.6 years. The average age was 24.8, with a range from 14 to 35. Most of them had joined college in Taiwan where half of the texts were in English. They rated their parents' English at an average of 2.15 on a four-point scale with a standard deviation of 0.9. On the average, students had studied English as a second language for 9.4 years with a standard deviation of 3.4. The material consisted of a cloze test and an attitude questionnaire. Results showed that students were primarily instrumentally motivated since the main reasons were 'getting training in my field', 'getting a degree', and 'more hopeful about job opportunities in the U.S.A.'. An instrumental orientation was again revealed in the reasons for learning English, 'to pass school exams', and 'to be an educated person'. In general, attitudes toward self and the native language group, as well as attitudes toward the target language group, were positively correlated with attained proficiency in English. Learners who were apparently more integratively motivated performed better than those who were less integratively motivated.

ii. Negative relationships
While the previous studies found a positive relationship between attitudes towards the target language country and group and attainment in second language learning, other studies found a negative relationship: the more proficient students were in English, the more negative they were towards the target language group.

Oiler, Baca, and Vigil (1977) conducted another sociolinguistic study to investigate the relationship
between attained proficiency in English as a second language and attitudes toward self, toward the native language group, toward the target language group, reasons for learning English, and reasons for coming to the U.S.A.. Subjects were 60 female students at the Job Corps vocational school in New Mexico. All subjects were from low income families and of Spanish speaking background. Materials used consisted of two sets, the first of which was a number of language proficiency tests (cloze test). The second set consisted of a questionnaire in seven parts including descriptive data along with the subjects' ratings of their own English language proficiency and their parents', description of subjects' selves and how they would like to be, and description of Mexican and American people. The last section investigated the reasons for coming to the U.S.A., integrative or instrumental. Findings revealed that the more subjects rated themselves on favourable traits, the better they tended to do on the cloze test. The subjects' views of Mexican people correlated higher with the cloze scores in English than did the subjects' own ratings of their skill in English. A probable explanation is the similarity between the qualities of their group and themselves which contribute to more efficient learning of English as a second language. The more subjects were proficient in English, the lower they rated Americans; the less proficient they were, the higher they tended to rate Americans. As to the reasons for coming to the U.S.A., it appeared that the subjects were fairly instrumentally motivated. Yet, two integrative items rated high: interest in culture and language.

Chihara and Oller (1978) investigated attitudes of Japanese students learning English as a second language towards themselves, other Japanese speaking people, travel to English speaking countries, learning English and their relation to proficiency in English. Attitudes were almost equally positive towards Americans and Japanese with differences on four qualities: 'modesty',
'cheerfulness', 'optimism', and 'shyness'. Students who rated Japanese people as cheerful and optimistic and those who rated English speaking people as confident and modest scored lower on English achievement tests.

Svanes (1987) found a negative relationship between proficiency in Norwegian and an integrative orientation toward studying Norwegian among a group of American students at the University of Bergen, Norway. He explains that such conflicting results may be due to the differences in the studied subjects: some were high-school students living in their own country and studying a foreign language as a school subject, others were adults living in a country for work or study purposes. In 1988, Svanes held another study on 167 foreign students enrolled in classes of 'Norwegian for Foreign Students' to test the following hypothesis: a positive relationship between second language proficiency and attitudes to the target people is not expected of students studying in a foreign country. He also wanted to see whether attitudes toward target people and towards one's own people are different in groups of students belonging to different cultures. Results indicated that there is a negative relationship between grades and all attitude variables, and grades and cultural distance. The group with the most positive attitude towards the target language group had the poorest grades; the more proficient in Norwegian, the less positive towards Norwegians. Moreover, significant differences between cultural groups in attitudes towards Norwegians and towards fellow countrymen were found.

In general, researchers were able to identify a few meaningful clusters of attitudinal variables that correlated positively with attained proficiency. Each of the studies yielded slightly different conclusions, but for the most part, positive attitudes toward self, the native language group, and the target language groups enhanced proficiency. However, other studies yielded conflicting results. This urges the researcher to investigate the kind of motivation
found among students studying at university level in Lebanon and the type of relationship between attitudes and motivation on one hand and language proficiency on the other. A survey of such studies held in the Arab world, including Lebanon, is essential.

C. Related Studies in the Arab World

Though a couple of studies on Arab students studying English in English speaking countries could be found (referred to in the next paragraph), few research or survey studies on social psychological factors influencing second language learning have been carried in the Arab world. Some speculations in this field have been done by some individuals such as Nayef Kharma and Zakaria Abuhamdia. Kharma (1977) in an article about the teaching of English in Kuwait states that the learners’ motivation is made up of many factors: age at which the student begins to learn the foreign language and the impact of the maturational stages on the continuation of the foreign language course, the student’s linguistic and cultural background and the status of the mother tongue, the student’s attitude to school, parents’ and community’s attitudes to native speakers of the language and their countries, parents’ educational background, the prestige of the language, and need for learning the foreign language. Ignoring such sociolinguistic factors—Abuhamdia (1984) believes—is one cause of the problems faced in English departments in the Arab World these days. In a school situation, there is the nature of the educational system, the place and objective of foreign language teaching, students’ first experience with the language, the teacher and his/her attitude to the teaching profession and to foreign language teaching, teacher-student relationship, schools’ attitude to the language, textbooks used and objectives of syllabus, and individual differences in language aptitude, intelligence, and interests. In Kuwait, for example, the pupil’s motivation depends highly on the attitude of the community— including the parents—towards education. Education is compulsory and free. As to the child’s linguistic background and status of the native language, the Kuwaiti pupils develop a reasonable level of
reading and writing 'Modern Standard Arabic' plus a feeling of pride in them as it is associated with the Koran. The students' attitudes toward the foreign country and the people who speak the foreign language—English or French—is nowadays changing from the general Arab hostile attitude to a feeling of need of the foreign language as the language of international trade (Kharma 1977). This is enhanced by other forms of English-exposing media such as television programs, magazines, handbooks, merchandise goods... Kuwaiti intermediate stage teachers have a better command in reading and writing English than speaking it and are less proficient in English than secondary stage teachers, thus textbooks have a major influence. In such cases, the pupils' motivation will be influenced mostly by the classroom situation: method and techniques of teaching. The teacher's success then depends on his/her ability to participate in the lesson, thus comes the need for efficient inservice training (Kharma 1977). This Kuwaiti situation could be typical of most settings in the Arab countries. This research investigates some of the variables added by Kharma as those influencing the learners' motivation in this particular context to test whether they are applicable in the Lebanese situation, such as the status of the mother tongue.

As for empirical studies of social and psychological factors affecting the learning of English on Arab students, whether in their own countries or abroad, the following is mentioned in chronological order:


c. "The Attitudes of Pupils and Teachers to the Study of English in Higher Secondary Schools in The Northern Sudan", a Ph.D. Dissertation by Hamid el Nil el Fadil
(London Institute of Education 1980).


e. "Motivation in Respect of English Language Learning of Kuwait University Students", a Ph.D. Dissertation by Saleh Eddin Sabry Mohamad Ismail (University of Wales 1984).


In Lebanon, studies of a smaller scale have been carried out by some M.A. students at the American University of Beirut. The followings are mentioned, with brief reference to findings.

a. "Attitudes and Achievement in the Study of English as a Foreign Language in The University Orientation Program of the AUB", an M.A. Thesis by Vivian Kanazi (AUB 1968). Results show that proficiency in the foreign language is not central: there exist long term goals. The national and cultural background and the political situation influence the learning of English.

b. "The Attitudes of Lebanese Children Towards English Language Learning", an M.A. Thesis by Karam Shuman (AUB 1971). No correlation was found between achievement in English as evaluated by teachers and children's attitudes towards learning English.

c. "Attitudes and Achievement in English as a Foreign Language: A Study of the Interrelationships", an M.A. Thesis by Sabah Ghazawi (AUB 1979). A correlation between attitude towards English and its culture and achievement was found. Both types of motivation were found: integrative as well as instrumental.

From the review of social and psychological factors in second language learning and the related theories and models, one may conclude that in an attempt to propose a
socio-psychological model of second/foreign language teaching, Gardner suggests that the learner's ethnocentric tendency and his/her attitude towards members of the other group relatively determine his/her success in learning the new language. This needs to be proved in situations where a student is learning the second or foreign language in that language context, like the case in Canada which is a bilingual country. Furthermore, the ultimate goal seems to be 'psychological integration' and not second/foreign competence (Brown 1973). Research in this field has stressed the role of the second language learning group in developing attitudes towards learning that language but undermined the role of the general social context. Second language learning differs in monolingual countries as opposed to bilingual countries. There are social settings that promote second language learning for integrative reasons and others for instrumental ones. Certain settings lack the opportunity for learners to practice the second or foreign language for social reasons, i.e. integration, because of an absence of native speakers of the target language. Still, in other settings, native speakers of the target language may be present but interaction between the learner and the target language group is minimal or absent because of certain cultural or religious sanctions. So, there is a need to study the influence of different social contexts on attitudes towards learning a foreign language. In Lebanon, for example, English is most probably learned because of desirable economic or educational purposes and not integrative or social ones. This, among other expectations, is to be tested in this research.

V. Summary

This chapter pointed to the major issues in socio-psychological research in the past two or three decades. Various studies have been carried out to investigate social and psychological factors influencing the learning of English as a second/foreign language in the past two or three decades. Some were directed towards the study of social and psychological factors and others to individual differences. The former includes factors such as the
country's social context and political climate (Gardner 1977), the learners' social class (Marshall, Boudon and Lapiere 1973 in Gardner 1977), and type of language learning context (Gardner and Smythe 1974). The latter embodies the learners' age (Smith and Braine 1974; Asher and Price 1967), sex (Carroll 1967, Horwood 1972), personality (Brown 1980, Broadkey and Shore 1976), aptitude (Gardner and Lambert 1959), attitudes and motivation (Gardner 1977), factors influencing these: parents and teachers (Burt, Dulay and Finnochiaro 1977, Allwright 1977, Girard 1977), and interethnic contact (Gardner 1974, Clement et al 1975, Tucker et al 1976). Though some results confirmed general beliefs about the effect of each on language learning, not all studies reached similar conclusions. Similarly, results of studies investigating the relationship between attitudes and motivation on one side and achievement in second language learning on the other, independent of intelligence, yielded varying results. This may be attributable to variation in research methods, linguistic contexts, or other variables. Another reason may be that the various factors themselves are interrelated. While some found positive relationships between attitudes towards learning a foreign language and proficiency (Gardner and associates 1972, 1980, 1981, 1985; Oller, Hudson and Liu 1977), others reported a negative one (Oller, Baca and Vigil 1977; Chihara and Oller 1978, Svanes 1987, 1988).

Of the two main theories presented in this chapter, the focus was on "The Sociopsychological Theory" rather than "The Acculturation Theory" since it was seen to be more appropriate in the context of this research study. Three educational models were discussed in relation to the research studies presented earlier. The chapter concluded with a brief account of related studies in the Arab world, including those held in Lebanon. The following chapter is a general view of education in the Arab world which is necessary to locate the position and value of English in this social and educational context. This comprises the core of the following chapter with an emphasis on the value of Arabic as the native language.
CHAPTER THREE
THE TEACHING/LEARNING OF LANGUAGES
IN THE ARAB REGION

I. Introduction: Arab Culture

The purpose of this chapter is to study the value of Arabic as a native language which is hypothesized to influence a student’s learning of English as a foreign language. The significance of the Arabic language to Arabic speaking people stems from the belief that it preserves Arab culture and nationalism, and most importantly is an instrument of Islam. Its forms: Classical, Modern Standard, and Colloquial Arabics and the argument concerning this diversity are presented. The chapter, furthermore, discusses the development of the Arabic language through 'Modernization' and 'Arabization' and their effect on the status of foreign languages in the Arab countries. Finally, the chapter sheds a light on the general educational problems in the Arab world and the attempted solutions that have emerged accordingly.

Though it is wrong to generalize that all Arab countries are the same in one or all aspects, one cannot deny that they do share many factors. Bagnole (1977) says there is no monolithic Arab culture and no single archetype. It is true that every Arab country has its own uniqueness but they all share some historic, religious, and linguistic background that form 'Arab Culture'. Campbell (1983) defines culture as "the cumulative deposit of knowledge, beliefs, values, religion, custom, and norms acquired by a group of people and passed on from generation to generation" (p.3). It could be said that the Arab culture is a result of the interaction among Semitic groups—Babylonians, Assyrians, Aramaeans, Canaanites, Hebrews and Arabs, but the Arab cultural heritage is "essentially that of the Arab tribes that immigrated into the Fertile Crescent and established the Arabic language, the religion of Islam" and other components
of the culture (Mathews and Akrawi 1949, pp. 522-524).

II. The Arabic Language

A. Historic Development

Arabic belongs to the Semitic group of languages which includes Ugaritic and Accadian (both dead), Aramaic, Hebrew and the Semitic languages of Ethiopia (Tigre, Tigrina, Amharic, Geez) (Auty 1970 in Comrie 1987, p.12-13). Arabic existed in pre-Islamic times mainly as a spoken language. In its development, it borrowed some vocabulary from ancient, medieval and modern languages such as Greek, Latin and Persian. Its script is an adaptation of the Syriac and Nabataean scripts—both derived from Aramaic. At the same time, Arabic contributed to other languages. Persian and Turkish are two Eastern languages which are marked with Arabic. Persian is written in Arabic script and thirty percent of its vocabulary is based on Arabic. Turkish, until the linguistic reform in the 1920’s, used the Arabic alphabet and Arabic and Persian vocabularies. Of the Western languages, Arabic left an impact on Portuguese, Spanish and English (Chejne 1965). It passed through periods of growth starting from the times of the prophet when it acquired its sanctity, through the Ummayyads (661-750), and the Abbasids (750-1258). However, it then passed through a period of decline which mainly typifies the conquering and ruling of the region by the Turks (1258-1800). During this time, Arabic became the vernacular of the whole area as it was the language of Islam but "Arabic-speakers ... came to be less of a nationality in Islam..." (Carmichael 1969, p.271).

B. Perceived Features

"In every speech community attitudes are probably current about the language of the community as well as about other languages and language in general" (Ferguson 1959, p.75). The attitudes towards and beliefs in the Arabic language are relatively the same throughout the Arab countries. These may be classified into appreciation of the language for its (i) unifying force, (ii) literary tradition, (iii) 'beauty', and (iv) religious value.
i. It is often stated that a strong unifying factor for Arab countries is Arabic, the language of their religion, art, history and culture. In 1965, Arabic was reported to be spoken by more than ninety million people spread in and around the Middle East (Chejne 1965); and in 1987, Kaye (in Comrie 1987) writes that 150 million use it. Now, it is "by far the Semitic language with the greatest number of speakers, probably --- in excess of 150 million, although a completely satisfying and accurate estimate is lacking" (in Comrie 1987, p.664). It is the national language of the countries of the Fertile Crescent—Iraq, Jordan, Lebanon, Syria—and countries of the Arabian Peninsula—Saudi Arabia, Yemen, Kuwait—and some countries of North Africa—Morocco, Tunisia, Algeria, Libya, Egypt and Sudan, and even of non-Arab countries like the Republic of Chad. It is also a minority language in other countries such as Nigeria, Iran and the Soviet Union (Kaye in Comrie 1987). Arabic has played a major role in Arab-Moslem societies. In the nineteenth century, it became to be viewed as the main criterion for national-cultural revival (Chejne 1965), and almost only here, one can say that it had a unifying role among Arab countries.

ii. The Arabic language is especially respected for its vast literary tradition. Arabic speaking individuals have a strong conviction that their language is rich in vocabulary and in systematic grammatical structures. The fact that various forms could be derived from the verb to represent semantic ramifications of the formal differences resulted in the belief that Arabic can provide the right word for any concept, abstract or concrete. Though the complexity of the grammatical structure of Arabic creates some difficulty in learning the language, it is still highly appreciated for its symmetrical and logical structure.

iii. Another conceptual feature of the language is its 'beauty'. This is manifested in the appeal of reciting classical poetry in formal or semi-formal oratory, where the reciter as well as the listener get emotionally involved. This assumed magical power is believed to have a strong hold
on both: the illiterates and the literates.

iv. Furthermore, Arabic is, most importantly, respected for being the sacred language of the Quran; it is the 'language of the angels'. God revealed his message to the Prophet in Arabic and thus the Revealed Book became the Word of God, a miracle which cannot be imitated. The Quran is "unique in style, pure in origin and unexcelled in beauty" (cited in Chejne 1965), therefore, it is considered the ultimate perfection of the language. This view helped the Arabic language to spread into wide areas, especially where Islam became the main religion like Pakistan, India and Indonesia. Every religious leader has to know and recite the Quran in Arabic, and every Muslim has to pray in this language whatever his native tongue is. The belief in the sacredness of Arabic as the Word of God was strongly held by proponents of Classical Arabic who refuse any kind of development of the language, may it be written or spoken. The belief in the logic structure, beauty and sacredness of the language are attitudinal assertions that would very likely influence the people's attitudes towards any other language. This comprises a basic question of this research, namely, "Do the students' beliefs about Arabic as the mother tongue influence their attitudes towards learning English as a foreign language?"

One might assume that non-Muslim Arabs, Christians or Jewish, hold different views about the superiority of the language. However, Ferguson (1959) reports that "modern Christian Arabs at least often have a religious identification in this feeling of superiority of Arabic" (p.79). Some of them even point to its excellence in the translation of the Bible into Arabic. It would be worth noting here that Lebanese Christians might hold a different view since they identify more with the West: culturally and linguistically. However, this issue could not be closely studied in this research because it comprises a major issue in the current Lebanese crisis.

Some of these convictions about Arabic are derived from
objective reality, others from national or religious inclinations, and still others from facts which are partly or wholly false. In practice, any feature could be viewed from two different perspectives; for example, the fact that the Arabic lexicon is vast could be seen as an advantage—richness, or disadvantage—i.e. difficulty or even impossibility of knowing all or even most of the vocabulary. Another example is that an Arab would avoid discussing the complexity of his/her language's noun system - whether a noun is singular, collective or plural, or whether a noun has no plural, one plural form or more (Ferguson 1959).

C. Forms
i. Classical, Modern and Colloquial:

As found in the Quran, which is the authority on grammar, idiomatic expressions, and literary style, Classical Arabic is the referee by which one can judge other forms of Arabic. A modified version of Classical Arabic is the Modern Standard Arabic which has become the sole literary language throughout Arabic speaking countries. It is now used for almost all writing, for example, books, journals, and newspapers. It is also used for news broadcasts, formal lectures like religious sermons and political speeches as well as for expressing certain abstract concepts. Modern Standard Arabic can be learned only through formal education. It is less complicated in structure and less ornate in rhetoric than Classical Arabic. However, it has been criticized for being "ill suited to the material and concrete aspects of modern life" (Shouby 1951, p.286). These aspects may be expressed orally through borrowing, coining or circumlocution, that is, saying in many words what can be said in few words, and written by using the Latin or Greek origin.

At the other extreme from the Classical language there exist colloquial varieties. Every Arab country is characterized by a dialect which is used only for informal oral communication. The colloquial 'Arabics' are rich enough to express everyday life things including human nature, but are restricted to speech, i.e. conversation. They are used
in all day to day spoken interaction among individuals but never used in written form (Shouby 1951, Yorkey 1974). It is worth mentioning that every Arabic speaking individual regards his/her own dialect as the nearest to the classical, the easiest to learn, and the most widely understood among the colloquial dialects.

ii. A 'classical versus colloquial' issue was raised towards the end of the nineteenth century with the rise of 'Arabization' (discussed in part II of this chapter). The controversy was whether Classical Arabic or some spoken dialect should be the literary language and the medium of instruction. Proponents of the first claim that Classical Arabic "which survived as the medium for vast literary and religious heritage" (Abu-Absi 1986, p.330) is the language of religion, poetry, philosophy and science. Thus the bond among Arabs would be broken if it were not to be used for written material. Proponents of the second, colloquial Arabic, argue that Classical Arabic is a dead language with a complex grammar and an archaic vocabulary; it furthermore lacks the necessary scientific vocabulary. Some suggestions were put forward in an attempt to solve this dichotomy, like the usage of a regional colloquial variety instead of Classical Arabic, the usage of a Latin type alphabet instead of the traditional writing system, and allowing for free and extensive borrowing from Western languages. These remained suggestions with the conclusion that any attempt at using a colloquial language would be against the Arab religion and unity (Abu-Absi 1986). Another issue is whether the two forms of the language are in fact separate languages or one system with different stylistic variants. It is generally felt that only one system is involved. The two could be regarded as linguistic varieties on a continuum. Modern Standard Arabic and colloquial Arabic share a large proportion of their lexicon (Parkinson 1981).

A set of ideals has been drawn for the future status of the Arabic language as a result of growth of nationalism and associated notions of the role of language. Ferguson (1959) summarizes this status in three points:
1. the existence of one national language, away from regional or foreign influence and at the same time away from the subtleties of traditional Arabic grammar,
2. the use of this national language for speaking and writing. Here, education of the commoners and the general mobility of Arabs play a significant role, and
3. the development of lexical and stylistic resources to be used in all kinds of literature (p.81).

As mentioned earlier, these are 'ideals' which remain difficult to realize. The development of such a national language as the only means of communication demands a lot of time to be implemented in syllabi. It further requires a specific teacher training program plus preparation of methods and materials. Another significant factor is that Arab countries do not have exactly the same style of life, customs and habits, and to a certain extent the historical background. Thus the attainment of one unifying language has been and still remains impractical and difficult.

D. Modernization

Arabic has been the core of the ideology and a symbol of national pride and a basic component of Arab nationalism (Szyliowicz 1973). Modernization of the Arabic language was a form of the Arab Renaissance of the nineteenth century after six centuries of relative stagnation (refer to part I.A above). It came to revive 'a rich classical heritage'. This movement had its basis in the seventeenth century, the time when Lebanon started its contact with the West. The sparking event of this movement was Napoleon Bonaparte's conquest of Egypt (1798) which introduced the first Arabic printing press and the translation of a significant sample of Western literature into Arabic. Then came Muhammad Ali who ruled Egypt for 44 years during which he strengthened the contact between the East and West. During his ruling era (1805-1849), a ministry and a council of education, and the first schools of engineering and medicine were founded. He invited French and other European officers, military and civil, to train his people, and sent many students abroad to be trained and educated. It was estimated that during his
era (1805-1849), 311 students went to Italy, France, England and Austria. These Egyptians learned and brought with them the foreign languages and "Western thought with its nationalistic, democratic, scientific, secular and other explosive ideas" (Hitti 1970, p.745). This era was followed by that of Ibrahim who invaded Syria. He undermined the powers of local lords and compelled recognition of the rights of non-Moslems. This evidence of a new liberal policy and public security invited the Europeans to come to the Middle East through missionaries, this was accompanied by the return of Arab immigrants to their home countries. The result was the incorporation of new ideas, words, and modes of expression into the Arabic language. These movements marked the beginning of a new epoch: that of translation, publication, and interpretation of "the region's treasures of the past" (Hitti 1970, p.747). Ibrahim's invasion of Syria and Napoleon's invasion of Egypt ended the ancient decentralized authority and issued a new era of centralized dependence. Moreover, they "threw these lands into the cockpit of foreign imperial machinations" where they started to clash. One reaction of this 'Modernization' movement was Arab revivalism: a political struggle against European colonialism and for national independence, the two basics of which were Arabic and Islam.

III. 'Arabization' of The Arab Countries

A. Emergence

Arab nationalism was manifested through the struggle against two major foreign forces: first, the Ottoman Empire which ruled the Arab region for more than five hundred years, and second, Western colonialism exemplified in the two European powers which ruled the area after World War I: France and Britain. Between the two World Wars, struggle continued affecting the minds and attitudes of the generations against everything that relates to the West. After the Arab countries achieved their independence, they tried to eliminate the impact of the colonial countries, including cultural and linguistic influence (Za'rour and Nashif 1977). Arab nationalism started as a purely
intellectual movement, basically at the Syrian Protestant College, which later became known as the American University of Beirut. Its earliest interest was the revival of Arabic classics and research. This intellectual awakening helped in the political one which was always strengthened by Western imperialism. Thus, some of the aspects Arab nationalism tried to eliminate were the colonial languages and the educational system. Here came the use of the following term: 'Arabicize'. 'Arabization' refers to the "desire to strengthen the deep-rooted traditions of Islam and of Arab Civilization and to maintain the bonds between religion and education" (Wheeler 1966, p.304). In an attempt to achieve maximum use of Arabic, Arabization involved making Arabic the official language of the state and the language of instruction, and preparing technical and scientific terminology. Arabic instruction came to have an important position in all primary school curricula (ranging from 23% in Lebanon to 37% in Libya and Aden).

B. Difficulties

However, some difficulties arose, one of which was the (i) scarcity of texts and materials. There became the need to rewrite the curricula, textbooks, and syllabi, and to supply qualified trained teachers. Some of the attempts taken to resolve such a problem resulted in the publication of books intending to teach English as a foreign language but based on the Arab culture and life. In the introduction of one of the books, the author (anonymous) writes:

"... the plots of most of these stories are quite familiar to Arab children who will find no difficulty with the subject-matter and can consequently concentrate on the language... the stories... also have moral and national objectives... They should inspire our children with high ideals to guide their behavior by showing them excellent examples from their history..." (Tales from Arab History, Longman Structural Readers: Fiction Stage 3, 1967, p.iii).

This is an explicit example of how Arabs adhere to their culture and utilize their past to glorify their history
disregarding the needs of the present times. This could create numerous problems in the present teaching of foreign languages. And the crucial question arises: "Could an individual learn a language out of its context and natural setting?"

ii. Another difficulty was in the language itself: Arabic lacks the vocabulary needed to describe the contemporary technological world which lead to the belief that it is not suitable for the teaching of modern science and/or for advanced scientific and technical training. However, Sulayman (cited in Salloum 1979) believes that science should be taught in Arabic for the following four reasons: first, to preserve the feeling of Arab nationalism; second, to facilitate the teaching/learning processes of scientific facts and concepts; third, to liberate the Arabic scientific mind and create original Arabic thought that discovers, invents, constructs and renovates; and fourth, to spread science education among the majority of people. In addition to these, Za'arour and Nashif (1977) add that the teaching of science in Arabic in universities enhances communication among graduates of different Arab universities and between university graduates and the common people, and provides for equal opportunities among various groups of students to continue their higher education. Finally, the authors remind the readers of the religious values of Arabic for all Muslims, thus the motive to preserve and enrich it. As a result of such views and of the modernization movement, some attempts at modernizing Arabic in the fields of science and technology were initiated by certain organizations. One of these groups is the Arabic Language Academy in Cairo which coined 18000 Arabic technical terms published in five volumes 1963-1967 (cited in Salloum 1979). However, Foreign languages, English or French are used as media of instruction for sciences and humanities in some countries. In Lebanon for example, one could safely say that all private schools use one of the foreign languages to teach mathematics, science, history and geography starting from elementary level. Za'arour and Nashif (1977) go further to report that "sciences and mathematics are taught in a
foreign language (French or English) in nearly all intermediate and secondary schools" (p.109).

iii. A third, and maybe the most crucial difficulty was that the foreign language, whether English or French, became a requirement for a certain prestige in the society. To be an urban sophisticate, one has to use the foreign language; the Arabic medium stream was regarded by many as inferior to the foreign medium stream. For example, the north African Arab countries’ linguistic dependence on the West is a result and an expression of the cultural dependence which developed when France and England controlled that region. Morocco, Tunisia and Algeria were under full impact of the French colonial policy of educating native elites to speak and think like the French. Thus, the attempt to eliminate the language was restored for its impracticality. Now French is the language of modernity, administrative apparatus, universities and most writers (Patai 1973). This is later discussed in the Lebanese setting.

One may question the impact of the 'Arabization' movement on the psychology of the Arabs nowadays: To what extent does the rejection of Western thoughts, practices, and languages affect the Arab development of thought? If any modification of the traditional line of thought and/or practice is rejected, could there be any place for some sort of modernization of this century and this decade? Moreover, how does the belief in the superiority of Arab culture over Western culture influence Arab tolerance of other peoples' cultures and languages? These are some survey questions to be dealt with in this study. The Arab world nowadays is suspicious of any form of foreign influence: political, economic, cultural or educational. After a stage of adopting everything that comes from the West around the beginning of the present century, the prevailing mode nowadays is to revive elements of Arabic culture. Moreover, the 'unacceptable' political standpoint of the West from the major political issues in the Arab World and the association of the West with the Repulsive Society contributed to a hostile attitude towards Western culture among some Arabs,
maybe except for the science component (Kharma 1972). This attitude and the feeling of weakness before powers of the West naturally affect the status of foreign language learning: it has driven the young generations to dislike the idea of learning a foreign language— which might be learned for business and educational purposes only— though the elder generations may realize its value (Mathews and Akrawi 1949).

IV. Teaching Foreign Languages in the Arab Countries

If Arabic is seen as "a God-given language unique in beauty and majesty, the best equipped and the most eloquent of all languages for expressing thought and emotions" (Chejne 1965, p.449), what would the role of learning a foreign language be? Do differences or similarities influence this learning? Before these are answered, an examination of differences between Arabic and English is appropriate.

A. English and Arabic

English and Arabic are two languages that differ in origin and in linguistic characteristics. The former belongs to the Indo-European languages while the latter is a Semitic language. Some of the linguistic aspects which differ in these languages are morphology, syntax and phonology.

a. morphological differences

i. Arabic depends on the triconsonantal roots for the formation of words. One can create words by adding vowels, affixes or suffixes, or change their meaning by changing their case markers. For example, from the base /ləjibə/ (played), one can derive the following words:

eg. playing /ləjib/  
   toys /luʃəbən/  
   doll /ləʃətrən/  
   playground /mləʃəbən/  
   We play /nələʃəbə/  
   player /laʃəbən/

This differs from English in which words are in syllabic
form where variations and alterations play a basic role in the language structure (Bulos 1965 cited in Setian 1974).

ii. Another difference is in the formation of plural. In Arabic, it is common to add or delete vowels, or change case markers to form the plural,
eg. /kitæb/ (book) ---/kvtæb/ (books),
/məl⁵ɔb/ (playground)---/mələlɔb/ (playgrounds)
/wɔlæd/ (child) ---/ɔwlæd/ (children).
In English this is considered irregular formation of the plural form. This could be seen as an advantage for Arabic speaking students learning English since they can generalize this rule of forming the plural in the target language except for few words.

iii. A third distinctive feature of this kind is gender loading where nouns and modifiers in the Semitic languages "are overtly marked for gender" (Clarke et al 1981). For example, words such as 'house', 'pen', 'door' are masculine gender, and 'table', 'car', 'box' are feminine gender, thus carry a special marker /t/ and so do their adjectives:
eg. /Tawil³tvn məst⁵edi:ɔtɔn/ (round table)
/sa⁵yarɔtɔn sa⁵ri:ɔtɔn/ (fast car)
/Julba³tn Stɔ⁵gi:ɔtɔn/ (small box).
Again, this could be seen as an advantage since words in English do not carry- nor are marked for- gender.

b. syntactic differences
i. The most prominent feature of syntactic difference is word order. In English, the acceptable word order to form a declarative sentence is normally subject-verb-object (SVO), while in Arabic it is verb-subject-object (VSO)
eg. /ræξædɔ ɔlwælɔdɔ 1kitæbɔ/ (took the boy the book).

ii. Another distinction could be made in relative clauses where in English a pronoun is deleted, but in Arabic, it is retained, for example
in English: I called the man whom I saw yesterday.
in Arabic: /n^dahtzr r a ^ T r l ^  lla%i r ^PaitTrh^ IbæriKb/
This often leads Arabic speaking students learning English to make mistakes such as:
(I called the man whom I saw him yesterday)

**c. phonological differences**

i. Some sounds exist in Arabic but are not found in English

*eg. h / voiceless pharyngeal fricative

\( \text{g} / \) voiced pharyngeal fricative

\( q / \) voiceless uvular plosive

and others exist in English but not in Arabic

*eg. /p/ /v/

Here Arabic speaking students often replace such sounds with their voiced counterparts: /b/ and /v/ as they exist in their native language.

ii. Another difference is in consonantal diphthongs. English has some triconsonantal clusters that do not exist in Arabic,

*eg. /str/ as in 'street'

/skt/ as in 'asked',

and thus the tendency of Arabic speaking students to insert a short vowel pronouncing the examples as

/\text{o}st\text{a}r\text{e}i:t/ and /\text{o}sk\text{a}d/.

Such similarities and differences can be brought up for discussion in the classroom as a comparative analysis between the two languages. These differences can be used as a tool to develop "language awareness" among the learners; it is necessary to bring to the students' consciousness that languages differ from each other in origin, development, script, form... . Similarly, there are differences in people, culture, beliefs and customs. Raising these issues for classroom discussion will hopefully decrease the learners' level of ethnocentricity and increase their tolerance of the target language, target language people and culture. Byram (in Buttjes and Byram 1991) goes even further to suggest the use of the learners' mother tongue as the
medium of study of the foreign culture as one possible approach to modify "monocultural awareness" and help developing "intercultural awareness"; cultural phenomenon can be seen from a different perspective within a different culture and ethnic identity. "Cultural awareness teaching thus shares with language awareness a dual purpose of supporting language learning and extending general understanding of the nature of culture" (Byram in Buttjes and Byram eds 1991, p.23). except through the mass media, the cultural awareness process would be difficult to realize as foreign cultural exposure is not widely available in the Lebanese learning environment. Contact with native speakers and their culture through exchange programs and educational visits can be replaced by the use of authentic materials and the readily available means of mass media (cinema, television, newspapers ...) with careful selection and presentation, and with frequent comparison with the native language and culture. Students have to be aware of such differences between their native language and culture and those of the target language. Moreover, making errors during the process of learning the language has to be explained as a natural, necessary stage of learning it and achieving their goals; it is not 'fatal'. So what are students' perceptions of their need to learn English in the Arab world?

B. Perception of Foreign Language Learning

Bagnole (1977, p.48) identified six factors that influence students' perception of the need to learn English as a foreign language and their willingness and desire to learn that language:
1. the historical colonial background of the country,
2. the existence of bilingualism or trilingualism,
3. the impact and status of minority groups,
4. the political and economic orientation,
5. the levels and extent of literacy, and
6. the degree of cultural awareness and implementations of policies fostering that awareness.

This research study included one question to elicit information about the students' perception of the goals of
learning English as a foreign language in Lebanon (Students' Questionnaire, part V.C.7).

C. Factors Promoting Foreign Language Teaching

In fact, different factors promoted the teaching/learning of foreign languages in the Arab World. First, the geographical position of the Arab countries between Asia, Africa and Europe made the area a center for trade routes and paths of invading armies. Second, British and French colonization of the Arab countries in the middle of the century, as well as 'Western' interest in the economics and politics of the region necessitated the teaching/learning of foreign languages. Third, English became the World's first language for technology, commerce and communication, thus requiring its teaching in almost all government schools of the Middle East and even its use as the medium of instruction in a large number of private schools and national universities (Larudee 1970, Swales and Mustafa 1983). In addition to the reasons that arose from the usage of Arabic as the sole medium of instruction, one could add the fact that Arab universities do not have programs for higher education in the sciences to meet the demand and number of university graduates who have to leave their countries and spend extra time to learn the foreign language (Za'arour and Nashif 1977). Moreover, Katayeh (1966 cited in Za'arour and Nashif 1977) believes that sciences do not relate to any national feeling because they are international. Finally, reading in Arabic requires the understanding of meaning before reading accurately. Thus, Slim (in Za'arour and Nashif 1977) concludes that before planning for Arabization, the problem of the system of reading, writing and printing should be solved. Zughoul (1987) studied the status of English departments in some Arab universities. He found out that the impact of British colonialism is clear in the curricula. Early English departments were founded on the same basis of those in Britain, such as objectives, standards and achievement. Thus, the focus came to be on the literature component rather than the students' and community's needs, motives and aspirations. Assuming that the curriculum is composed of
three divisions: language, linguistics and literature, the author reports that the language component is the weakest. This might very well explain the general weak performance of Arab University students in English. Zughoul (1985) presents results of a proficiency test of graduates of the English Department at Yarmouk University. The average of three groups was 67.75 which was interpreted as "not proficient enough to take up academic work". Students reach university level lacking the solid background and the necessary study skills needed to learn a foreign language. Ibrahim (1983 in Zughoul 1987) reports that the curriculum includes two courses in common skills and one in writing. There is no training in reading and listening comprehension, term paper writing, or speech. It is assumed that students are proficient in the language! From the researcher's teaching experience, this was found to be true for universities in Lebanon. Though programs for intensive study of English were initiated, they remained prior to university entrance and are not obligatory for all students.

V. Educational Problems in The Arab World

In the Middle East, it is generally believed that education is an "instantaneous and golden key which unlocks any door to social and economic success" (Bagnole 1977, p.32). Education is perceived as an intrinsic value and has become the best means for providing a personally and socially respected life. Especially with modern technology and the need for local technical personnel and professionals to replace foreign ones, the Arab world has increasingly felt the need for education. Everybody was motivated to send the children to school as the first step towards entering "free professions" or government service. This encouraged the Arab states to provide free and compulsory educational facilities. However, the Arab World has faced different difficulties in its attempt to attain this aim.

A. The Traditional versus The Modern

"One of the essential difficulties of the Arab states is to fashion a curriculum which integrates religious,
scientific and technical education in a rapidly changing world where material values appear to be increasingly important" (Wheeler 1966, p. 304). Schools have to preserve traditional, cultural and religious beliefs and practices or at least reconcile these with those of the West presented through the media, mainly the radio and television. Lebanese schools have to maintain this kind of reconciliation plus that which originates from the fact that Lebanon is of two faces: Arabic and Western.

B. Urbanization

Another problem is that of educating the rural population. Urbanization has been a dominant phenomenon in the Arab World. It was reported in 1966 that only 15% of the total population live in 20 cities (Wheeler 1966). People have been moving to urban areas where more educational and vocational facilities are available. They also prefer to stay there rather than return to their rural areas which are poor in finance. El-Ghannam (1970) reports that 38% of 7-11 year olds in the Arab countries and 82% of secondary school age children are out of school. Lebanon is well known for its unofficially centralized policy. Beirut, the capital, is the center of commerce, business, media, education... . This has had a negative influence on the kind of education offered in some schools in remote areas. However there has been an attempt to decentralize university level education where some branches of certain departments of the Lebanese University were started in other main cities in the North, South and the Beka’a regions.

C. Higher Education versus Technical Training

A third problem is that Arab students look highly on advanced academic education and underestimate technical training. School graduates prefer to go into universities for their higher education than find manual work regardless of the country’s needs. Moreover, the majority of the students aim at joining faculties with the best current vocational prospects. It is worth mentioning here that higher education is limited to few Arab countries. There has recently been a general attempt to encourage technical
training starting from secondary level, but the traditional social prestige allocated for this vocational type of work is still influencing the students' attitudes. This is very noticeable among Lebanese students who aim at joining certain 'highly-looked' upon departments, like engineering and medicine, and look down on whoever joins a technical training course or even an academic major in Arts.

D. Instability

The Arab countries' state of political and economic instability affects the educational system. The Arab world is in a state of constant transition and crises. Political events often disrupt the academic calendar. In Lebanon for example, classes are often cancelled or postponed, strikes and demonstrations are regularly called for, and students voluntarily and/or involuntarily participate in these disruptions. Moreover, the general policy of the country influences planning for new curricula and syllabi, training personnel, recruiting teachers... .

E. Centralization

Centralization in the Arab countries creates another problem. It is The Ministry of Education which is responsible for the whole educational system. It controls the educational policy in all its aspects: teacher training, courses, methodology, textbooks, materials and evaluation. This limits diversity in school systems. However, in Lebanon, schools are free to select textbooks in accordance with the prescribed curriculum and teachers are encouraged to prepare their own supplementary materials.

F. Others

El-Ghannam (1970) adds in his report after the Marakesh conference in 1970 that a high percentage of children are out of school (38% of 7-11 year olds and 82% of secondary school age children) and that old patterns and objectives still persisted. Moreover, higher education does not generally cope with social and economic changes, it follows old patterns and employs inefficient materials. One more problem could be added: the shortage of girls going to
secondary and/or higher education, technical and vocational. However, it is reported that the rate of educational development for girls is higher than that for boys though the percentage of girls in the total enrolment has not changed much (El-Koussy 1966).

Despite these problems, El-Koussy (1966) reports that the number of students participating in higher education is increasing more than the rate of number of students enrolled in secondary education and this in turn is more than that at primary level. Moreover, the pupil-teacher ratio in primary schools is satisfactory, ranging from 25 to 48. The above mentioned problems were studied and are here presented with their application to education in the Arab world.

VI. Attempted Resolutions

Since education has a highly important value in the Arab countries, studies have been held to pinpoint the weaknesses, thus allowing some solutions to take place. One of the meetings held to discuss improvements in Education in the Arab region was the 1970 Marakesh Conference. El-Ghannam (1970) reports the following ten items which indicate the successful attempts at improving the Arab education in general:

1. re-organization of the educational system into 6-3-3 pattern of technical-vocational studies, i.e. six elementary level classes, three intermediate and three secondary,
2. the introduction of structural changes at secondary level: introducing technical-vocational studies,
3. revising the curriculum: courses, textbooks and materials,
4. improving technical school curricula,
5. providing more equipment and audio-visual aids,
6. attempt to provide in-service teacher training
7. administrative reforms: decentralization, training of educational administrators,
8. arabization of education,
9. educational research to reform curricula, and
10. educational planning.

Yet, the question still remains: What has been done since then to improve the educational field? It is true that the Arab people were successful in different areas at certain times. Arab countries and the Arabic language flourished tremendously in many aspects, literature, science and medicine, till the thirteenth century. Arabs translated the works of the Greeks into Arabic, and the Europeans translated their works into their own languages. Then, the Arab countries started to weaken and European countries took over. Though the Arabs tried to catch up with the development of knowledge and science through their 'Renaissance', they were still dominated by Western influence. What they now need is to start off from where they stopped and reconcile Western modern ideas with their traditional cultural ones. It is only through creating a somewhat 'fresh' set of values that they can overcome the existing problems and difficulties. From the educational point of view, there is a great need for planning. The existing problems have to be carefully studied and certain procedures and plans have to be thought of. Each country has to foresee the coming future with all its educational needs and necessities and to plan accordingly.

This chapter presented some educational and language learning issues in the Arab countries. The value of Arabic as the native language was studied in relation to the value of learning foreign languages and the conflicts that may arise if openness to Western cultures and languages increased. Are these issues equally true for all Arab countries, in particular Lebanon? The following chapter attempts to answer such a question with a focus on the schooling system and the teaching of English at two universities which comprise the source of the empirical research of this study.
CHAPTER FOUR
EDUCATION AND FOREIGN LANGUAGES IN LEBANON

I. Foreign Languages: Historical Background

Lebanon has been a multilingual country for hundreds of years and has been open to both the East and the West. Its geographical position on the Mediterranean helped as a bridge between the two. Until the middle of the 1970's, it was considered the basic and the liveliest link between the two parts of the world. The necessary communication with various people, businessmen and tourists, as well as the need to keep up with the development of science and technology in the West necessitated the knowledge of foreign languages, or one at least. Moreover, the use of these foreign languages in press, radio, television, movies, and the insistence of parents that their children learn and use a foreign language, fostered the knowledge of either French or English and made this knowledge part of the country's culture and national pride. This is why foreign languages started to be taught more than a century ago. In 1970, there was an attempt to measure the extent of knowledge of foreign languages among the Lebanese people (above five years of age). The following percentages of the population were found to speak and read the following foreign languages: 38% French, 15% English, 4.5% Armenian, 1.7% Turkish, and 1.4% other languages. The level of knowledge of at least one foreign language was as follows: Beirut= 60%, Suburbs= 54%, Other towns= 51%, rural areas = 40%, total average= 49% (cited in Murray 1974). This has had its impact on the overall state of education in Lebanon. Kurani (1963) writes:

"Education in Lebanon is profoundly influenced by its history and the constitution of its population. For the population is made up of minority groups who came to Lebanon, seeking refuge in its mountains in order to preserve their identity and maintain their particular way of life" (p.298).
A. Missionary Work in the Nineteenth Century

In addition to the reasons for the teaching of foreign languages in the Arab World mentioned earlier, one may add the following in Lebanon. "Its location on the Mediterranean shore, its moderate climate, and the receptive attitude of its people to the message of the missionaries, encouraged the missionaries to locate many of their activities in Lebanon" (Kurani 1963, p.298). It is the English, American and French missionary work in the eighteenth and nineteenth century which resulted in two types of educational organizations: French and American/English. The French Jesuites founded the first 'modern' school in Ayntura in 1734 and among many other schools, a seminary in Ghazir in 1848 which became 'the University of Saint Joseph' (USJ) in 1874. It now uses French as the language of instruction in most subjects (Szyliowicz 1975, p.117). The French type prevails in public schools, the majority of foreign schools and in some private ones. The Americans also founded many schools, 33 ones by the year 1860. In 1866, the American Presbyterian mission founded the Syrian Protestant College which has been known as the American University of Beirut (AUB) since 1920. It uses English as the language of instruction in almost all courses. In 1924, the Syria Mission of the Board of Foreign Missions of the Presbyterian church established the 'American Junior College for Women'. Its main goal was to prepare students to enter the family life and for teaching positions and to prepare students to enter the professional schools at AUB. It is now known as 'Beirut University College' (BUC). A third type is the British system which constitutes a relatively small number of schools. It may be exemplified in the British-Syrian Training College for girls, founded in 1860, and the related elementary schools. Apart from these three main types of foreign schools, there were some Greek, Swiss, Italian and German schools, few of which still exist nowadays. The choice of the type of school a student might join may depend largely on the parents' religious and community background.

During the Ottoman Empire, the area was 'sealed off' from contact with the west for 400 years. Only Mount
Lebanon— which was occupied by the Christians— kept a relation with France and Rome (Murray 1974). It is felt that during the Ottoman domination, these missionary institutions, exemplified in the USJ and the AUB, helped developing 'Western' ways of thought like 'Nationalism' and 'Democracy'. However, Szyliowicz (1973) sees a different role for each university: USJ had a traditional role in emphasizing religious training and attachment to the French culture, while the Syrian Protestant College had an 'innovative' role where religion was a means of improving 'the life of its graduates' (p.119). Bashur (1964) states that "... AUB became a fertile ground for radical ideas such as Arab nationalism and anti-imperialism" while USJ "remained largely subservient to French interests..." (p.59). Szyliowicz (1973) sees that this contributed to socializing the Lebanese into certain values and orientations relating to foreign countries rather than Lebanon, leading to the division of the Lebanese life. Others may see this more positively in that it helped in the development of a pluralistic society (Bashur 1964, pp. 311-312). This rapid assimilation with the Western culture created some doubts as to whether Lebanon gains more by being part of the Arab unit. Moreover, the revival of the Christian thought made Lebanon "the eastern frontier of Christendom" rather than "the western frontier of the Arab World" (Hourani 1946). Shortly after the end of the First World War, Lebanon became under the mandate of France.

B. Dominance of the French Culture and Language

The French culture had already had a great impact on certain people's way of living and thinking. French became the language of the educated society since the beginning of the century, used even in everyday conversation. Mansfield (1976) writes, "In Lebanon, France had no need to impose its language and culture on the Christian population, which had already long accepted it as an instrument of education" (p.240). The impact of foreign culture has been dominant among Christians because education had been more advanced— or better, spread— in Christian districts (Hourani 1946). After World War I and as a result of the French Mandate
(1918-1943), the French language became the official language with Arabic and had to be taught in all schools. It was the medium of instruction in most private schools and in all public schools, while Arabic was the medium of instruction for Arab history, geography and civics. Even American and British schools which use English as medium of instruction had to teach French.

C. English as a Second or Foreign Language

The dominance of the French language in the Lebanese educational system persisted till the year 1946. It was three years after independence when the government curriculum gave equal significance to the two foreign languages: English and French. English became one of the two compulsory languages in secondary schools where governmental exams could be taken in either one. However, Kheireddine (1970) reports that in comparison with the French curriculum of the Ministry of Education, the English program is of little significance. Its growth has been limited in governmental schools. Of 209 schools in four areas excluding Beirut, 144 schools follow the French program and 65 follow the English one (reported in 1970).

However, one cannot deny that English is becoming the first of the two foreign languages, probably because of its international significance. English has been an arts subject with general and cultural value (Salloum 1979). Schools where English is taught as a second language start teaching it in Kindergarten. Shuman (1971) gives three reasons for the teaching of English to start at an early stage: physical, psychological and sociological reasons. The first argument adopts the belief of the child's ability to mimic sounds and learn a foreign language more readily and easily. However, this has not been demonstrated except in the realm of pronunciation. Second, children have fewer inhibitions regarding second language learning and making mistakes. Finally, children have more positive attitudes to foreign people and foreign cultures. Here, one may add the home environment and the attitudes of the parents which is a main concern of this research. One question in the students'
questionnaire of this research study asks the subjects' preference for the starting level of teaching/learning English in Lebanese schools (part V.C.6).

In elementary and intermediate schools, English nowadays is taught through reading, grammar, dictation, songs and poems. At a higher level, composition writing and literature study start. English is the medium of instruction at least at the intermediate level in most schools. A detailed description of the English language syllabus for each level is discussed later (part II.B). It is interesting to quote the number of hours the English language is taught in comparison with Arabic (Lebanese Educational Syllabus) (Table 4.1):

TABLE 4.1 Number of hours English and Arabic are taught in Lebanon

<table>
<thead>
<tr>
<th>Year</th>
<th>Elementary 1,2,3</th>
<th>Intermediate 1,2,3</th>
<th>Secondary 1,2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>8, 8, 8</td>
<td>7, 6, 6</td>
<td>7, 5, 5</td>
</tr>
<tr>
<td>English</td>
<td>8, 8, 8</td>
<td>7, 6, 6</td>
<td>7, 5, 5</td>
</tr>
</tbody>
</table>

* lit = literary section  sc = scientific section

The English language has equal number of hours as Arabic taught at each of the three school levels except for the highest two classes of the elementary one where English is taught one hour more. In fact, it was reported that Lebanon has the lowest percent (23%) of Arabic as school subject to total program in Primary education among Arab countries and the highest percentage of foreign languages alongside Algeria and Tunisia (El-Koussy 1966). Foreign languages are an indispensable part in the lives of the people living in Lebanon. The Lebanese society is a multitude of cultures and religions. This is reflected in the country’s political, social and economic systems. Attaining a certain level of 'tolerance and compromise' between different communities is essential for survival. But unfortunately, "although the Lebanese are the most literate of the Arabs, their education
does little to aid the cohesion of the Lebanese society or to encourage feelings of natural, as opposed to sectarian, loyalty" (Mansfield 1976, p.423). Mansfield views Lebanon as a culture of double nature, Arab and Lebanese, while it would be safe to say that it is of multi nature. The main goals of learning at least one foreign language could be summarized in the following three points (Salloum 1979):
1. to pursue higher studies in that language,
2. to be acquainted with the development of the world thought, and
3. to enter the job market abroad.

II. Education in Lebanon

Like other Arab countries, Lebanon "recognizes education as a human right as well as a potent tool of political and economic development" (El-Koussy 1966, p. 198). However, Murray (1974) writes:

"...Lebanon offers more educational opportunities in relation to population, has built up more highly respected educational traditions, and eradicated illiteracy to a greater extent than any other Arab country— all by a system in which the private sector has played a greater part than the state, and in which education remains voluntary" (Murray 1974, p.55).

A. Public/Private Systems

Education in Lebanon is characterized by two unique features that distinguish it from other Arab countries. First, it has the highest rate of literacy among Arab countries. It is reported that by 1949, seventy to seventy five per cent of children attended primary school (Mathews and Akrawi 1949). Second, this high educational level has been achieved mainly through private and foreign schools rather than public ones. Public schools are those which are financed and administered by the government, and private schools are those which are supported by an individual or a group of individuals. Though they both share the responsibility of education, private schools had the major
contribution. In fact, there was only one public school before World War One. It was that of Daudiyah at 'Abbay', supported by the Lebanese government for the education of the children in that area (Mathews and Akrawi 1949, Salloum 1979). In 1966, it was reported that sixty per cent of the Lebanese students were in private schools and forty per cent in governmental schools. Private and foreign schools are mainly sectarian, operated by a dozen religious sects (Maronite, Greek Uniate, Greek Orthodox, Armenian, different Catholic orders, Protestants, Druze, Shiite, and Sunnite) (Wheeler 1966). Yorkey (1959) presents a table (table 4.2) of schools of various sects in Lebanon, their number and the languages used (p.11).

**TABLE 4.2  Schools in Lebanon, their number and languages taught**

<table>
<thead>
<tr>
<th>type of school</th>
<th>no.</th>
<th>languages used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maronite &amp; Greek Catholic</td>
<td>18</td>
<td>A F</td>
</tr>
<tr>
<td>Greek Orthodox</td>
<td>7</td>
<td>A F R</td>
</tr>
<tr>
<td>Lebanese Protestant</td>
<td>15</td>
<td>A E F</td>
</tr>
<tr>
<td>Muslim</td>
<td>5</td>
<td>A T F</td>
</tr>
<tr>
<td>Druze</td>
<td>1</td>
<td>A F E</td>
</tr>
<tr>
<td>Jewish</td>
<td>2</td>
<td>H F E A</td>
</tr>
<tr>
<td>French Roman Catholic</td>
<td>20</td>
<td>F A L Gr</td>
</tr>
<tr>
<td>American Protestant</td>
<td>36</td>
<td>A E F</td>
</tr>
<tr>
<td>British Protestant</td>
<td>25</td>
<td>A E F</td>
</tr>
<tr>
<td>German Protestant</td>
<td>3</td>
<td>Ge A F E</td>
</tr>
<tr>
<td>Russian Greek Orthodox</td>
<td>6</td>
<td>A F</td>
</tr>
<tr>
<td>Turkish Muslim</td>
<td>2</td>
<td>T A F</td>
</tr>
<tr>
<td>non-Sectarian</td>
<td>4</td>
<td>A E F T</td>
</tr>
</tbody>
</table>

* where A = Arabic            T = Turkish
  F = French                  H = Hebrew
  E = English                 Gr = Greek
  R = Russian                 Ge = German
  L = Latin

Like the foreign missionary work, this variety of educational institutions is considered by some a source of intellectual enrichment (Wheeler 1966, p.303) and at the same time a source for establishing sectarian differences (Mathews and Akrawi 1949, p.407). Hourani (1946) writes that the existence of various types of schooling "makes more difficult the creation of a common intellectual ground for the nation as a whole" (p.95). The opposite view of this argument is that such a variety of institutions may benefit
the intellectual development of individuals and offers opportunities for citizens to choose their own line of thought.

The French administration developed the public school system only for elementary and junior high school. Primary education was conducted in the three types of schools: public, private and foreign. Secondary schooling was held by private, local or foreign, and mostly sectarian institutions. Eighty three per cent of foreign schools were French, and almost all local private schools had the same type of schooling. Higher education was conducted entirely in foreign institutions. After independence (1943), the need for public schooling was felt to overcome sectarian differences, to coordinate the educational levels and to build up loyalties to the independent state. This system flourished after independence with few changes in the curriculum: Arabic was the main language of instruction, both public and private schools emphasized the teaching of Arabic, the history of Lebanon, geography and history. In public schools, Arabic was the medium of instruction in the first four grades; French teaching started in the first grade; Arithmetic was taught in both languages; science was taught in French starting from the fifth grade.

B. Educational Schooling Ladder

In 1941, educational schooling was defined in three levels (table 4.3). The first is the 'Kindergarten' level which is of two grades. The second is the 'Elementary' which is of five grades, at the end of which students sit for an official examination called the Certificate of Elementary Primary Studies. The third is the 'Intermediate' level which is of two stages: 'high primary' of four grades at the end of which students sit for the Brevet of Higher Primary Studies, and 'secondary' of three grades at the end of which students sit for Baccalaureate I and Baccalaureate II.

In 1968, the curriculum was modified identifying four levels of general education apart from university:
1. a kindergarten level of two grades admitting 3 year old students,
TABLE 4.3 School Ladder in 1941

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>STAGES</th>
<th>GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>High Primary</td>
<td>two</td>
</tr>
<tr>
<td>Elementary</td>
<td>Secondary</td>
<td>five</td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td>four</td>
</tr>
</tbody>
</table>

2. an elementary (primary) level of five grades admitting 5 year old students,
3. an intermediate level of four levels admitting 10 year old students,
4. a secondary level of three grades admitting 14 year old students (see table 4.4).

TABLE 4.4 School Ladder in 1968

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>NO. OF GRADES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>two</td>
</tr>
<tr>
<td>Elementary</td>
<td>five</td>
</tr>
<tr>
<td>Intermediate</td>
<td>four</td>
</tr>
<tr>
<td>Secondary</td>
<td>three</td>
</tr>
</tbody>
</table>

This 5-7 system—five years of primary education, 4 years intermediate and 3 years secondary—and the exams at the end of each stage are evidence of the French impact on the educational system: organization and administration (Wheeler 1966, p.302). However, one could classify the Lebanese Educational system now into three separate systems—unlike other Arab countries whose national systems were formed by the influence of the colonial system and the private schools. There is the French (Latin) system exemplified in the University of St. Joseph, the Anglo-Saxon system typified by the Protestant colleges and the AUB, and finally the national system. This resulted in the most variety in languages of instruction in the Arab World (Saudi Arabia the least).
III. Teaching English at School Level

A. Curriculum

A presentation of the English curriculum throughout the three developmental levels of schooling seems appropriate.

i. In the pre-elementary level, the work is basically oral through interesting activities where sounds and structures of the English language are indirectly introduced. Words are practised in context "as they actually appear in speech". Focus should be oriented towards taking examples from the pupil's direct environment. Though there is no specific textbook for this level, some topics are suggested, for example greetings and farewells, requests and appreciation, family members' names, colours, food, clothing, animals, and topics related to Lebanon. The focus remains solely on hearing and speaking English until the second trimester when print forms of the alphabet are introduced first by tracing and at a later stage by copying words (Teaching Curriculum, Kindergarten 1971).

ii. In the Elementary level, oral work comprises 75% of each lesson in the first year and ends up by 50% of the class session where students are expected to be "fairly fluent in structure and vocabulary" which is wrongly referred to as spontaneous speech. The vocabulary starts with 250 basic words, such as days of the week, months and numbers, and ends with 1400 words for productive use. The teaching of reading starts by letter recognition and discrimination and reading a one-syllable word and develops into silent reading for speed and comprehension. The writing skill starts with practicing capital and lower case letters and aims at guided writing with proper punctuation in the fifth year. Grammar teaching covers the imperative, nouns—singular and plural, pronouns, adjectives—comparative and superlative, question words, and verb forms and tenses (Teaching Curriculum, Elementary Level 1970).

iii. The Intermediate level starts by consolidating the
knowledge and skills that have already been acquired, or remedying the lack of them in the first year. It is mainly a revision of what has been learned in the elementary level plus some grammar drills, composition writing, dictation, silent reading, vocabulary building—active and passive, and memorization of short passages. In the second year, the passive vocabulary rises from 1200 (first intermediate) to 1400 words; future tense is presented; oral and written composition, reading, and memory work continue. The third year marks the introduction of ‘-ing’ form, infinitive form, and passive voice. The passive vocabulary increases to 1700 words. In the fourth year, grammar is revised in a way that permits students to develop into actual communicating use of structures. Passive vocabulary reaches 2000 words and active vocabulary includes all content words necessary for everyday classroom communication. Oral work involves short informa... talks and written compositions deal with students’ opinion and not with abstract topics. So far, the focus of teaching English has been on language not literature. To bridge the gap, the syllabus recommends some extra readings during the summer holiday (Teaching Curriculum, Intermediate level 1970).

iv. As for the secondary level, the general purpose of the first year—literary section—is to "closely integrate" the reading and writing programs. Grammar is to be related to its practical application to the skills of writing and speaking and not to be taught as such. Students at this level practice discussion in class through oral reports, study skills such as the use of dictionaries, outlining, and note-taking, reading skills such as skimming, and writing with emphasis on topic sentence, transition words and form. In addition to these, students have to read and study two twentieth century novels, three American or British short stories and six essays, a one-act play then one long play, and some poetry selections to introduce form and technique. In the second year, practice in speaking and
understanding English continues as above, reading is more oriented towards speed and comprehension with emphasis on expanding vocabulary, picking main ideas and noticing organization. The writing skill is practiced with focus on organization and development of the paragraph, logic and transition. Study skills at this level include outlining, note-taking and use of libraries. For the intensive study of literature, students have to study a Shakespearean play; for the extensive study, they have to read some literature works in relation to different periods such as Bacon (16th Century), Milton and Dryden (17th Century), Pope (18th Century), Wordsworth, Byron and Keats (19th Century), Tennyson, Dickenson and Huxley (Victorian), and Yeats, Robinson and Frost (20th Century).

Zughoul (1987) writes about the dominance of the literary component and the weakness of the language one in university English departments in the Arab world as well as in secondary schools. This seems to be evident in the Lebanese context, especially at the secondary level. This is accompanied by the lack of background and necessary study skills to carry on with the course work. Munro (1983 in Zughoul 1987)—in his article "Why Should Non-native Speakers Bother to Study Literature at All?"—suggests that in teaching literature, one should concentrate on literary texts classifying meaning. Students should be helped to perceive the precision and vitality of the author’s language so that they get a richer, deeper and more comprehensive understanding of the English language.

B. Teaching Methods

Salloum (1979) reports that there is no real description of the methods used in secondary language teaching in Lebanon, maybe because of the different types of schools. However, the grammar-translation method was in use when it was popular. However, Kharma and Hajjaj (1989) state that in the Arab countries in general, a purely Grammar-Translation approach, which emphasized translation and recitation of grammar rules, was never used. In 1933, Baroudi (in Salloum
1979) criticized it in favour of the direct method which involves contact with the second language through conversation before any attempt at writing. He explained that translation could be used only to explain the structure of the foreign language, to check comprehension, and to give the meaning of a word which cannot be demonstrated. In 1957, Sayegh (in Salloum 1979) reported that the grammar-translation methods were still in use. Foreign language learning was characterized by reciting conjugation, defining parts of speech, and memorizing lists of words in English with their meanings in Arabic. No direct reference could be found as to what teaching methods were practiced since then. Techniques were used from Grammar-Translation, Reading methods and Direct methods. The Audio-lingual approach proved to be favourable; the Communicative approach was not totally adopted. However, one can draw some implications from the English Language program, for the elementary and intermediate classes for example, set in 1946 and later modified in 1971 (Salloum 1979, p.36):

i. The English curriculum for the elementary level (1946) is characterized by the following:

1. Listening and conversation were practiced starting from Grade One. Speaking was not considered an independent skill.

2. Oral and silent reading began in Grade Two and were emphasized throughout the Elementary Level.

3. Writing began in Grade One with formation of letters. By the end of this level, students would be able to copy correctly from the text and write simple and short compositions.

4. Pronunciation drills were given in Grade One with emphasis on accent and fluency.

5. Vocabulary in context was taught throughout the program.

6. Grammar was mainly formal with emphasis on parts of speech and conjugation.

7. Memory work began in Grades One and Two with simple songs and poems. It later emphasized dramatization, declamation and correct pronunciation.
8. Dictation started in Grade Two with prepared selection from the texts, and given in Grade Four as unprepared.

In 1971, the curriculum was re-evaluated and the English program reflected methodologies of structural linguistics. The syllabus was divided into five sections: oral, vocabulary, reading, writing and grammar. In comparison with the 1946 curriculum, the following points could be made:

1. In the 1946 syllabus, listening and speaking were not considered skills. In 1971 syllabus, aural/oral skills became the most emphasized. Grammar and vocabulary were taught first orally and then reinforced by memorized conversation, dialogues, games, riddles, poems and songs.

2. In the 1946 syllabus, oral and silent reading were the most emphasized skills. In 1971 syllabus, silent reading was emphasized for speed and comprehension.

3. In the 1946 syllabus, writing which started with transcription from the text was included under dictation. In 1971, spelling exercises became included under 'writing'. Written work was guided by the teacher. Students could write only what they have practiced orally and practice spelling exercises at home. The mechanics of writing were also emphasized.

4. In the 1946 syllabus, vocabulary in context was emphasized but without grading, i.e. a certain word level for each year. In 1971 syllabus, it became graded with structure words as basic.

5. In the 1946 syllabus, grammar teaching was not graded nor sequentially presented. In 1971 syllabus, grammar for each class was presented with ordered and graded sequence. Moreover, there was a shift from teaching grammar rules, conjugation, and parts of speech to practical use of grammar and minimum use of terminology.

In 1971, the Certificate of Primary Studies official examination was abolished thus freeing this educational system from any constraints. The focus in the teaching
program had been directed solely on the examinations. Students had to practice or even memorize what 'might' come in the official exams in that academic year. Schools became more free to choose textbooks and materials, and to set new teaching programs and syllabi. Some private schools even began teaching mathematics and science in English at the Elementary Level.


1. Oral reading as well as silent reading were recommended. Reading comprehension was emphasized in the first three years, with more emphasis on speed and accuracy of comprehension in the fourth year. Reading was important for the development of vocabulary and outside reading was encouraged in the higher two level.

2. The teaching of grammar was basically that of parts of speech, basic rules, conjugation of regular and irregular rules, active and passive voices, and in the fourth year the emphasis was on 'good style'.

3. For the first two years, composition writing was weekly and based on topics discussed in class. In the third and fourth years, compositions became more frequent and longer. They meant to apply the grammar being taught. The teaching of composition writing was the ultimate goal of the Intermediate level because the Brevet official examination consisted of a composition only, mainly a discussion of an abstract topic.

The 1971 syllabus included detailed suggestions for the teaching of English at the Intermediate level like organization and presentation of the materials, the use of English-English dictionaries starting from the second intermediate, and some hints for bridging the gap between the Intermediate level and the Secondary one. It divides
the program into sections: grammar, dictation, vocabulary, oral and written composition, reading and memory work.

In comparison with the 1964 syllabus, the following points are made about the 1971 syllabus:

1. The aural/oral skills became more emphasized though not mentioned under a separate heading. Students have to practice the grammatical patterns before they write them; they have to listen to the dictation first for comprehension; they have to use their active vocabulary in discussing everyday topics.

2. Grammar was the mostly emphasized section. It became graded for the first three levels and left free for an overall revision for the fourth year. Students were expected to master the limited number of grammatical patterns for normal conversation and written use.

3. Silent reading was still more emphasized than oral reading and became mandatory for all the stages. Supplementary readers with a vocabulary which matches the level for further reading comprehension practice were to be used.

4. Grammar and vocabulary became graded and sequentially presented. Students are expected to use the grammatical patterns and active vocabulary in their oral and written works.

5. Instead of the oral practice preceding written work, guided and controlled techniques were used in order to avoid grammatical errors.

In 1971, the type of questions given in the official Brevet Examination changed. A passage was given followed by comprehension questions, related grammatical questions, and a choice of a related composition from two. However, this type of examination was administered only once in 1975 before the war started; the results of which were not known.

In general, there has been an improvement in the 1971 syllabus. The new syllabus reflects the structural approach
which was popular at the time. It emphasizes the aural/oral
skills, grammar skills and sequential presentation of
materials. Though the syllabus aims at developing the four
skills, it places special emphasis on oral and written work
through drill practice. Such an approach has been criticized
for the teaching of grammar rules instead of language usage.
Making grammatical rules is now acceptable as an inevitable
stage in acquiring a language, be it native or second.
Moreover, language is seen as a whole; there is no order for
the teaching/learning of the foreign language skills.
Situational and contextual teaching has been proved to be
more useful for the students who would benefit from their
knowledge of the language in everyday situations.

The main reason why the functional/communicative
methodology has not been widely spread in Lebanon is the
state of stagnation the country in general, and education in
particular, have fallen into since the beginning of the war
in 1975. However, there have been some attempts in some
pioneer schools in Beirut, like the International College
and The American Community school, to utilize textbooks and
teaching aids that emphasize the Communicative Approach in
the teaching of foreign languages. The success that such
attempts met encouraged other schools to follow the same
route. More books and materials are now being demanded each
year by different schools. However, this might remain
farfetched for the schools in remote areas which are not in
regular touch with schools in Beirut that have direct and
constant access to modern teaching methodologies, and thus
remain unaware of foreign educational policies. The adoption
of any teaching method does necessarily affect the students’
attitudes towards learning the foreign language. However, it
is worth noting that the decision to use one teaching method
does not mean that it is an exclusive choice. One could
still select from each what is appropriate for the assigned
purpose.

IV. Teaching English at The University Level

Since all courses offered at AUB and BUC are in the
English language except for the Arabic language courses, there is a minimum number of English courses required from every student enrolled in these institutions. Prior to enrolment, each applicant has to sit for the English Entrance Examination (EEE) which is a standardized English Proficiency test set and administered by AUB staff at the Test and Measurement Office. Depending on the score in the EEE— with a certain minimum, the applicant will be accepted at a certain level in the English courses.

A. at the American University of Beirut

At AUB, there are four English language courses in the Communication Skills Program. The following is a description of each (Communication Skills Program, Course Policy):
1. English 101 focuses on grammar and sentence structure, especially in the context of writing (narration, description, process and exemplification). Reading techniques, comprehension skills and discussion are also practiced.
2. English 102 continues the practice of sentence structure and grammar but writing develops into essays (comparison/contrast, cause/effect...). Reading comprehension and class discussion continue, and note-taking is introduced.
3. English 203 focuses on writing longer essays of argument and logic and the usage of appropriate combination of developing a paragraph. Summary and note-taking are practiced. Reading, intensive and extensive, is employed through short passages of typical AUB sophomore textbooks and longer works to be read at home.
4. English 204 continues the practice of the same type of reading: intensive type through sophomore texts, and extensive type through various registers, for example language of science, technology journalism and advertising.... Advanced writing - coherent, well organized and of more complex sentence patterns- is practised. A research paper of 1000 to 1200 words is a requirement in this course. It involves development of a thesis idea and proper documentation.
Thus we see the gradual development of the language skills through the four courses though the emphasis seems to lie heavily on writing and reading rather than listening and speaking. It is noticeable that the writing skill progresses from sentence formation with focus on tense, word formation and structure directly into short essays without passing through the stage of writing a united, coherent paragraph. The short essays comprise about four paragraphs and employ transitional elements, subordination and participial phrases and develop gradually through writing essays of argument, logic and criticism into a term paper employing basic techniques in bibliography and research (English 102 Course Policy).

The reading skill starts with improving word recognition and literal comprehension and develops into "reading with increased efficiency, accuracy and comprehension" (English 102 Course Policy)- but without any reference to method, and ends up with reading of textbooks "critically with ease and efficiency, measured by increased reading speed and comprehension" (English 204 Course Policy).

As for the aural/oral skills, students are first expected to "communicate orally in correct English" (English 101 Course Policy) using a wider vocabulary in speech, then to participate in class discussion and/or debates (English 203 Course Policy). There is no direct reference in the course policy for the teaching method(s) for either listening or speaking.

B. at Beirut University College

At BUC, four English language courses are offered as college requirements in the Humanities Division.

i. The following are the syllabi of the four courses offered at BUC- Ras Beirut (BUC, Syllabus, Spring 1989):

1. Freshman English I aims at teaching students to write "intelligent, carefully thought out and carefully worded short essay" (Freshman English 5511 syllabus). Grammar and oral fluency are improved just to help
clarify ideas; grammar and vocabulary are not pursued as ends but as skills that would make the expression of thought clear and precise.

2. Freshman English II continues the practice of reading and listening comprehension, oral fluency and writing skills. The focus is however on writing a properly documented term paper.

3. Sophomore Rhetoric tries to improve the students' knowledge of English and develop their critical and analytical faculties which would be reflected in logic and coherent writing. The students' writing skills and research abilities are further reinforced in the research papers which provide "an opportunity for a more thorough knowledge of the works..." (Sophomore Rhetoric 5522 Syllabus).

4. Communication Arts aims at developing and reinforcing the students' abilities in speech and debate skills through improving research and organization skills, logical and critical thinking and listening skills, understanding of communication theory applied to real life situations, and analysing and evaluating the importance of civics.

It is worth noting that required texts for the first three language courses comprise essays, short stories and novels, plus an English-English dictionary, Thesaurus of English words and a writing/grammar book for the first level. What may account for the deficiency in the practice of the aural/oral skills in the first three English language courses in the classroom is the language laboratory work which comprises 10% of the total course work and the audio-visual part which is 5% of the course work.

The Syllabi of the English language courses at BUC-Byblos are as follows:
1. Freshman I is designed to establish effective reading and writing habits. Sample paragraphs and modern essays are discusses and different essay types are practised.
2. Freshman II aims at
   a. helping students move from simple to more
sophisticated essay writing,
b. introducing several types of essays likely to be encountered in university readings, and
c. encouraging critical analytical reading of a novel and writing a term paper based on the novel.
It also covers relevant study skills.

3. Sophomore Rhetoric aims at
a. helping students develop their writing from expository to persuasive with focus on stylistic writing,
b. developing skills in persuasive speaking and writing, and
c. encouraging critical, analytical reading of a novel and writing a term paper developing a persuasive topic.

The BUC-Byblos syllabi seem to be more student-oriented where objectives are more concerned with the process of learning. Examples are "discussing sample paragraphs", "helping them make a smooth transition...", "introduce the students to...", and "develop skills in...". Moreover, the syllabi specify the method of teaching: "class lectures and discussions based on the short stories and essays will be followed by writing assignments in class. It is an integrated reading/writing approach..." (Freshman English 5511, Course Syllabus). Freshman English 5511, adds "A writing clinical approach is used". Starting from the first week, students are given paragraph and essay assignments once or twice a week. At this stage, these are not graded. Students are encouraged to do the assignments at home allowing time in class to be devoted for "more important and creative work"; the syllabus suggests one hour per week for classroom clinical writing. This approach in general is based on guiding students to correct their own writing mistakes. Grammar is emphasized as a tool towards writing".

Freshman English 5512, mentions that "much emphasis is laid on practice. The term paper ... is to be worked through with the help of the instructor in stages." It is worth noting that the Learning Resource Techniques course is to be taken alongside the Freshman II English course to help with the research requirement.
The syllabus of each course in the English language courses series gives a general note about what to be covered per week, such as one short story, one essay... The syllabi also offer suggestions for assignments based on teaching units in grammar, reading-comprehension, paragraph and essay writing: descriptive, critical, analytic..., and research methods. There also exist a detailed description of the language laboratory program accompanying each course. Laboratory sessions are to reinforce and expand upon work done in the classroom and provide remedial work for 'weaker' students and challenging material for the 'stronger' students. The syllabi finally note the necessity to check the diagnostic test results at the beginning, middle and end of the semester for progress.

A couple of questions are here raised. Do the students come from the secondary school level prepared to take up all this load? Do the students perceive the need to work on the assigned tasks? Are they aware of the need to learn what they are to learn? Or better worded, does the content of the learning task match their perceived needs of learning the language? The school curriculum of the secondary level includes practice in class discussion through oral reports and of study skills such as note-taking, some necessary reading and writing skills and so on. But how much of this is really done in reality? Can the university teacher just assume that students 'know it all'? Shouldn't the syllabi start with such steps? Another issue worth raising: Isn't literature teaching consuming more than it needs to in the university syllabi? As mentioned earlier in part III.A.iv, the literature component is dominant over the language one, while in fact English departments are to respond to the needs of the society (Zughoul 1985).

C. Changes Influencing English Language Teaching

There is no doubt that the war which initiated in Lebanon in 1975 has had a major influence on all aspects of life, one of which is education. Here is an attempt to identify some of the outcomes manifested in universities. One major effect is the absence of foreigners, teachers and
students. The absence of native speakers resulted in the lack of models who use language on daily basis. This has a negative influence on those who are learning the language, especially those being trained to be English language teachers. It was reported that 65% of the AUB faculty is from the Middle East, 25% from the United States and Canada, and 10% from Western Europe before the war (Haddad 1984). The percentage of foreign teachers dropped drastically as a result of the general critical situation as well as the particular dangerous position each one of them faced as a foreigner. Such a situation became optimal in 1984 when a large number of foreigners, including university faculty at AUB and BUC, was kidnapped or killed. This urged the others to leave the country or to move to a 'safer' area. Nowadays, one can hardly meet a foreign teacher in either of the two campuses.

A second influence of the war is on the number of students enrolled. The number of students was steadily increasing up to 1976 when it approximated 4000 students, but dropped sharply to 1897 at the beginning of the war. The number began to increase gradually in 1977-1978 as the number of Lebanese students was increasing. Table 4.5 is presented to illustrate this phenomenon (Haddad 1984):

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of students</th>
<th>Percentage of Lebanese students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1976-77</td>
<td>1897</td>
<td>71.1</td>
</tr>
<tr>
<td>1977-78</td>
<td>3812</td>
<td>73.5</td>
</tr>
<tr>
<td>1978-79</td>
<td>4102</td>
<td>73.8</td>
</tr>
<tr>
<td>1979-80</td>
<td>4755</td>
<td>72.51</td>
</tr>
<tr>
<td>1980-81</td>
<td>5028</td>
<td>73.56</td>
</tr>
<tr>
<td>1981-82</td>
<td>4865</td>
<td>75.47</td>
</tr>
<tr>
<td>1982-83</td>
<td>4932</td>
<td>78.91</td>
</tr>
<tr>
<td>1983-84 Sem.I</td>
<td>4880</td>
<td>81.06</td>
</tr>
<tr>
<td>Sem.II*</td>
<td>4457</td>
<td>83.39</td>
</tr>
</tbody>
</table>

* It is worth noting that most of the 423 students who left in the second semester were foreigners.
The decrease in number of the students studying at the universities included a tremendous decrease in the number of foreign students. Thus, alongside the scarcity of the presence of foreign teachers, there now exists that of foreign students. This meant that local students have the minimum chance to communicate with people of different cultures. The lack of contact with foreigners may influence—positively or negatively—the students’ perceptions of and attitudes towards other peoples and cultures.

Another table may give a clearer idea about the number of foreign students coming from different parts of the world to study at AUB (Appendix A). The years 1972, 1976, 1980, 1985 and 1988 were chosen because they mark significant occurrences in the Lebanese situation. The years 1972 and 1976 characterize the country’s economic and social peak of prosperity and decline respectively. Year 1980 stands for the gradual progress achieved after the 1975-76 war, before the 1982 invasion. Year 1985 reprises the second gradual amelioration before the economic depreciation and the problem of the foreigners present in Beirut. Fall 1988 was the last semester before the study was carried out. Examining the table, one clearly notices the fluctuation in the foreign students’ number throughout the years. A closer look at the number of Arabic-speaking, English-speaking and other languagespeaking students (table 4.6) raises many questions concerning the teaching of English as a foreign language in Lebanese universities:

1. Is English needed for academic purposes only?
2. Does the curriculum in general and the English language courses provide for the needs and aspirations of all students?
3. What kind or type of English is heard and used by the students of a wide range of nationalities? And does this quality affect the students’ performance or attitudes in any way, whether positively or negatively?
TABLE 4.6 Number of students of various nationalities at AUB

<table>
<thead>
<tr>
<th></th>
<th>Fall 72</th>
<th>Fall 76</th>
<th>Fall 80</th>
<th>Fall 85</th>
<th>Fall 88</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lebanese</td>
<td>2333</td>
<td>1349</td>
<td>3699</td>
<td>3280</td>
<td>4382</td>
</tr>
<tr>
<td>Arabic Speaking</td>
<td>1278</td>
<td>391</td>
<td>910</td>
<td>425</td>
<td>509</td>
</tr>
<tr>
<td>English Speaking*</td>
<td>267</td>
<td>26</td>
<td>110</td>
<td>39</td>
<td>41</td>
</tr>
<tr>
<td>other languages speaking</td>
<td>508</td>
<td>131</td>
<td>301</td>
<td>133</td>
<td>92</td>
</tr>
</tbody>
</table>

* English speaking students include Americans, Australians, British, and South Africans. Canadians could not have been considered since they could be French speaking.

Finally, the change in the number of students each semester and the decrease of number of foreign students had a major influence on the finance of the university. Since then, the university has fallen into an extremely difficult financial situation. There exist constant attempts to raise funds to help the university in its crisis. The unstable state of the country in general, and the educational situation in particular kept this aspect distant from worldwide developments, if not theoretically, practically. This is revealed in the kind of teaching approaches still prevailing in schools and universities, discussed in part VI.

V. Teacher Training

"Teacher education in Lebanon is governed by the same forces which shape the educational situation as a whole" (Kurani 1963, p.301). The content, methods used and uncoordinated pattern are characterized and determined by the adopted philosophy (organization).

A. Teacher Training institutions

There are both private and public teacher training institutions for both levels: primary and secondary.

a. Public Teacher Training Institutions: In 1915, the first two were established by the Ottoman government, one for
men and the other for women. In 1924 and during the French mandate, the first elementary teachers' college was founded; it set the pattern for later government attempts to establish a program of teacher education. The course comprised two years after the Brevet. General subjects were taught in the first year; educational theory and practice started. This college, like other colleges established later by the Lebanese government did not survive long. There were constant attempts to modify or replace these until 1956 when a more considered program was started. A special teacher education bureau was established with the following duties:
1. developing effective teacher education programs,
2. supervising and coordinating the work of the various public institutions concerned with the preparation of teachers,
3. encouraging research in education, and
4. publishing an educational magazine (Kurani 1963).

b. As for public secondary school teacher training, it started in 1949 with the establishment of a directorate of secondary education in the Ministry of Education and consequently the establishment of a Faculty of Education in the National University. The course is of four years. The first three are devoted mainly to the study of the subject-matter candidate's field of specialization with about two hours per week for the study of principles of Education and Educational Psychology (Licence d'Enseignement). The fourth year involves professional study of Education: six hours per week observation, twelve hours per week practice teaching, and a thesis related to the field of specialization (Kafa'ah; i.e. Higher Diploma of Secondary School Teaching).

The question of how much these institutions and offices had been offering since the war started in 1975 remains unanswered.

Murray (1974) reports that there is no shortage of entrants to the teaching profession. Mobility between schools is relatively easy but city schools are preferred.
It is worth noting that there are no principles for the qualification of teachers in special, vocational or technical schools nor for exceptional children. Private schools are free to determine their teachers' qualifications but have to maintain the governmental requirements of minimum pay, tenure, retirement benefits, dismissal leave of absence, and teaching load. However, it is expected that a primary teacher should hold at least a Brevet, and a secondary teacher to have a university degree (Kurani 1963).

Until 1958, there had been a demand for education, a supply of teachers, but the problem again lay in lack of planning. A Center for Educational Research was established to institutionalize and raise the quality of the professional aspect of education and to expand availability of education. The practical side of its aims involved teacher training and recruitment, building of schools, curriculum research and modernization, classroom facilities and instructional materials, production of books, films and slides. This center contributed a lot to the public sector, while other institutions contributed to the private one. The Educational Resources Center at International College was established in 1966 for teacher training and curriculum counselling for schools in Lebanon and The Middle East. It offered parallel planning to that mentioned above but placed more emphasis on the foreign element (Murray 1974).

Another feature of this educational development was the establishment of the "new well-equipped" elementary teachers' college in Beirut. More teachers' colleges were built in Tripoli, Zahle and Sidon (1960-62). These colleges follow similar programs which cover three years after the Brevet certificate; the first comprises general secondary education (26 hrs/week). The methods used are rather traditional, i.e. lecture-recitation. Moreover, very little time is left for independent study or teacher consultation. The students enrolled in this program have to pass an annual examination and at the end of the three years, the "Brevet for Primary School Teachers' is awarded.
However, since the demand for more public schools increased with no sufficient number of teachers, a special examination was established to test applicants with no professional training for the position of primary school teachers, 'primary teachers'. A monthly magazine was issued and distributed to assist such teachers. In-service training programs were started in five centres. The duration of each session was nine weeks, four times during the year. It consisted of the study of general and special methods of education, practice teaching, lesson planning...

In 1963, Kurani reported five private institutions for teacher education in Lebanon; one is British, two French (Ecole Jardiniere and Cours de Formation Pedagogique), and two American (a Department of Education at each of AUB and BUC). At both universities AUB and BUC, there is the eighteen credit program which entitles the enrolled individuals to a teaching diploma. The program consists of courses dealing with general educational issues, like educational psychology, different curricula, syllabus design and lesson planning. Other courses involve practical practices of various teaching methods in more than one skill at a certain level, as well as preparation of teaching aids and operating different machines used in classrooms. Students are required to hand in projects, research papers, syllabi, lesson plans, teaching aid materials and so on.

At AUB, the teaching diploma is either for elementary or secondary level teaching. The students who are majoring in English, either language or literature, and who are expected to be teachers of the English language have to take eleven courses from the Language Department in addition to the required English language courses. English language majors for example, have to take one course in the history of English, two courses in phonetics, two courses in grammar, one course in writing, two introductory literature courses, and three literature courses related to certain periods which the students have the freedom to select.

Like AUB, BUC offers eleven major courses to students
majoring in TEFL (the Teaching of English as a Foreign Language). These are: Teaching Reading and Writing, Review of English Grammar, Modern English Grammar, Introduction to Applied Linguistics, Applied Phonology, TEFL, and Senior Study which mainly involves writing a dissertation, plus three literature courses to be chosen by the students. In addition to these, students have to enrol in six education courses: Guidance and Counselling, Educational Technology, Children's Literature, Fundamentals of Education, Testing Measurement and Evaluation, and Practice Teaching.

The English language teaching training programs at both universities, AUB and BUC, are quite comprehensive and do cover satisfactory areas in the fields of linguistics and Education to enable the future teachers of English to be efficient. These eleven English major courses plus the minimum number of two of the required English language courses, and the sixteen credits of the teaching diploma create a good basis for the teaching of English in Lebanon. They provide the essential background of the language as well as sufficient and adequate practice in the teaching methods and technical classroom aids. However, once these students graduate, they lose contact with what is happening in the field of teaching because of lack of language centres and absence of in-service teacher training programs.

B. Social and Economic Conditions

The economic and social status of teachers in both public and private schools, as well as in primary and secondary levels could benefit of some improvement. Public secondary and primary school teachers share the same security, rights and privileges. They even get the same raise every two years, but secondary school teachers enjoy higher pay. After the law regulating status and organization of teachers was enacted (1956) all teachers in private schools have the same rights and privileges as public school teachers. However, there are no special rewards for 'pioneer' teachers (Kheireddine 1970).

The situation at universities is freer. Instructors are
paid according to their degree and teaching experience. They benefit from a higher pay and are encouraged to carry out research in their relevant fields. Like primary and secondary teachers, university teachers are socially respected.

One of this research's interests is to find out whether teachers at the two involved universities have actually chosen this profession, are happy with it, and if they perceive it as rewarding, socially and materially.

After surveying the English curriculum at schools and universities, the teaching approaches implemented, the teachers' training programs, and the teachers' conditions, a question comes to mind: "Where do these aspects stand from the world's development in the relevant fields?". The following is an attempt to locate the educational situation in Lebanon with respect to some approaches to language learning/teaching, namely "Needs Analysis" and "Syllabus Design" as these developed in the last two or three decades.

VI. Where Are We With Respect to World-Development?

A. General state of Stagnation

Though it is difficult to generalize about methods of second language teaching in Lebanon because of lack of clarity and directness in the syllabi, it is safely said that some aspects of language teaching/learning are emphasized more than others. Writing and reading for example are the dominant skills benefiting from maximum application and practice. There is lack of practice in study skills which is the basis for university course work; it is often assumed that students covered these skills at the secondary level as the curriculum subscribes. Recent methodologies have not been widely spread among schools in Lebanon. As mentioned earlier in part III.B, the main reason why the functional/communicative strategy has not been employed is the general state of stagnation various national fields are suffering from. However, this does not and should not stop us from raising some questions. "Are we teaching students
what they really need to learn for their academic as well as personal use?". The reality is that learners are still distant from the teaching/learning set-up. If we plan to center the learning process on learners, we have to get them involved in contributing to the programs within the educational institutions. The most favourable means— as Richterich and Chancerel (1977) write—to decide on methods of the learners' contribution and the institution's compromise is through identifying the learners' needs.

B. Needs Analysis: definition and types

Needs Analysis is a procedure to collect information about learners and communication tasks, as well as information about social expectations and constraints to use in syllabus design. Subjective information, such as the learners' goals, perceptions and priorities, reflects the learners' preferences as to what and how they need and want to learn. Yet, it is not easy to identify them since they are not 'fully-developed' facts. Richterich and Chancerel (1977) suggest a systematic learner-centered approach consisting of constructing with the learner a learning project to find compromises. This involves collecting, processing and using certain information which can be gathered at different levels, fields, time and degrees of precision. This information is here presented in the following table (table 8.1).

TABLE 4.1 Information to be gathered for Needs Analysis (teaching estb. = teaching establishment, FLs. = foreign languages).

<table>
<thead>
<tr>
<th>Information on</th>
<th>By</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>learner</td>
<td>learner</td>
<td>before &amp; during course</td>
</tr>
<tr>
<td>teaching estb.</td>
<td>learner</td>
<td>before course</td>
</tr>
<tr>
<td>teaching estb.</td>
<td>teaching estb.</td>
<td>before &amp; during course</td>
</tr>
<tr>
<td>learner real use of FLs</td>
<td>teaching estb.</td>
<td>before &amp; during course</td>
</tr>
<tr>
<td>national's knowledge &amp; use of FLs</td>
<td>user-institution society</td>
<td>before &amp; during course</td>
</tr>
</tbody>
</table>

The purpose of such procedures is to enable the learner and the establishment to be aware of certain facts and data
involved in the teaching/learning of a second language so that this may lead to discussion between the people involved to reach compromises necessary for any training (Ritcherich and Chancerel 1977). However, one has to keep in mind the type of society involved: whether it accepts such novel ideas as 'discussion', 'negotiation' and 'compromise' in the educational setting. If not, which is the case of Lebanon, making these fresh concepts known has to be a part of the whole new educational, 'publicised' planning.

Nunan (1988) talks of two types of needs analysis: learner analysis and task analysis. The first is based on information about the learner, mainly why the learner is learning the language. A possible and common way to collect such data is through survey forms involving questions about the learner such as nationality, sex, age, education, first language, employment, present/future interests, preferences of methodology, course length and intensity, goals behind learning the second/foreign language... Such information could be used in different ways like selection of content, class groupings, modifying syllabi and methodology. Where conflicts of opinion among teachers and learners may arise, negotiation and modification are necessary. The second type, task analysis, specifies and categorizes language skills needed for real world communicative tasks "what are the subordinate skills and knowledge required by the learner in order to carry out real-world communicative skills?".

One of the consequences of shifting focus from language as such to learners, was the need to learn a foreign language for certain purposes. This gave rise to "English for Specific Purposes" which focuses on language functions and experiential content. It is here believed that there are certain aspects of language which are peculiar to the contexts and purposes in which it is used. Different areas of use require different communication skills; certain structures, functions, topics, vocabulary items, and conceptual meanings are relevant to one subject and not another. However, this led to a very narrow focus in learning a language disregarding the 'general' language.
Moreover, the idea of dividing the language into subordinate and discrete 'mini-languages' is not acceptable (Nunan 1988).

In the Lebanese context, no such procedures as needs analysis have been held. Few research has been carried on in the field of Linguistics (see chapter two), and is of small scale. The English departments in the universities construct their syllabi based on speculations of what the students need of learning a foreign language. Yet, such perceptions may not match the students' reality. Many questions here arise: "What are students' needs for and interest in learning English as a foreign language in Lebanon? Is it for academic purposes only or for specific purposes? Could it be for cultural or integrative orientations?", and above all, "Are the students aware of the need to learn English?". This state of not knowing about the students' needs and interests in learning English urges those working in the fields of education in general and language learning in particular to investigate in the matter. Now that the learner is the focal point in the teaching/learning process, there is a demand to involve the students, adolescents or adults, in constructing the educational program; the use of needs analysis is now a necessity to design syllabi for foreign language learning.

C. Syllabus Design:

i. Curriculum: definition and levels

Syllabus design theory started in the mid 60's at a time when the concept of method or teaching technique was not sufficient anymore to account for all the variables concerned in the teaching/learning process. A syllabus is different from a curriculum in that the latter involves general statements about goals, objectives, content, processes, resources, evaluation, role relationships of teachers and students, learning items and suggestions for classroom practices. It is a general concept involving the consideration of philosophical, social, and administrative factors which contribute to the planning of an educational program. Allen (in Brumfit 1984) talks of six aspects or levels of a curriculum:
a. concept formation of general principles of second language education, second language proficiency and the role of language in society. However, administrative decision-makers have to take into account, besides the general principles emerging from concept formation, a wide range of practical factors, eg. the budget, the number of students in each class, time available, and the teachers' level of proficiency in the target language.

b. administrative decision-making of a practical course of action considering social, political and financial constraints to set general objectives for a program.

c. syllabus planning defining specific objectives for a program by compiling inventories of items to be taught, setting timetables and points of contact with other subjects. The selection of material depends on already defined objectives, proficiency level of learners, and duration of the course.

d. materials design which involves assigning texts, games, and practice exercises. However, an overemphasis on materials design at the expense of classroom initiative leads to tyranny of books and writers.

e. classroom activity where the teacher adapts a set of materials to fit the needs of the students. This aspect with the previous one, classroom activity, could be grouped under methodology. And finally

f. evaluation, that is, procedures testing validity of any of the previous aspects.

ii. Syllabus

a. definition

A syllabus, on the other hand, is a plan for any part of the curriculum which is concerned with a specification of what units are taught—excluding curricular evaluation. A curriculum is transformed into courses, each having a syllabus which is localized, i.e. it deals with what goes on in the classroom (Nunan 1988, Robertson 1971, Yalden 1983). Many educationalists and linguists attempted to define 'syllabus'. Widdowson (in Brumfit 1984) sees a syllabus as a stereotypic construct which provides a point of reference for procedural work
in classrooms which converts the stereotypes into actuality. Candlin (in Brumfit 1984) defines a syllabus broadly as offering information about particular audiences of learners, their target needs, and their state of knowing; and narrowly as collections of items of content derived from a special view of subject matter, broken down and sequenced in order to facilitate learning. Though some find it easy to separate the two, some others see them as 'one'. Stern (in Brumfit 1984) for example, uses the term curriculum/syllabus to refer to three aspects: objectives, content, and sequential arrangements. In other words, it refers to the specification of the what of instruction, definition of a subject, ends of instruction, what is to be achieved, and what will be taught. However, methodology is included as part of the syllabus by some and excluded by others.

b. the need for Syllabus Design

The need to develop a syllabus for a foreign language course is justifiable from two points: educational and pedagogical. Education in general, and education through any subject matter needs a general framework and end. Pedagogically, it provides a framework in which the learning process takes place and so represents a device for teachers and learners to achieve their goals. A syllabus provides useful administrative base: first, teachers should know their responsibilities and commitments as well as others'. This ensures a sense of continuity between classes and groups. Second, learners need plans in order to have a sense of direction and continuity in their work; and third it holds a genuine value in actual uses in a classroom. Moreover, most societies -including Lebanon- still favour institutionalized education, so it is more reasonable to accept syllabi rather than abolish them or find other options. However, there remains the need to compromise in any educational system between a central authority, regional agencies, the school and teachers. No matter how a syllabus is carefully designed, it has to be
continually reinterpreted and recreated by both teachers and learners. It becomes a threat— as Widdowson says— only if it becomes absolute rules for determining what to be learned rather than points of reference (Breen, Widdowson, in Brumfit 1984).

Similarly, Yalden (in Brumfit 1984) summarizes the need of a syllabus in terms of two kinds of efficiency: (a) pragmatic, i.e. economy of time and money, and (b) pedagogical, i.e. economy in management of learning process. She adds that the degree and type of control a syllabus has depends on the institution involved, for example in democratic institutions, the syllabus would be determined by consensus.

c. Construction of a Syllabus
There are many approaches to the development of a syllabus. Some designers believe in choosing the content first, others believe the priority should be to the objectives, and still others believe in the primacy of method and techniques. However, there seems to be a general agreement that a syllabus involves at least the following aspects: objectives, content, grading and presenting the content, and evaluation (see figure 4.1).

Figure 4.1 Constructing a Syllabus

1. Goals and Objectives
A goal differs from an objective in that it is general, relatively imprecise and vague. This explains the need for setting objectives for learning tasks. Objectives are a way to state content and activities, thus the three should work in harmony. Tyler (1949, stated in
Nunan 1988) suggested four ways to state objectives:

a. specifying what the teacher has to do,
b. specifying course content,
c. specifying general patterns of behaviour, and
d. specifying kinds of behaviour to be exhibited by learners after instruction.

Obviously, only the fourth is directly involved with what learners would be doing. In such approaches, where the emphasis is on students and input, syllabi should contain three components: (1) performance—what the learner is to be able to do, (2) specified conditions, and (3) standards—how well the learner is to perform. Specifying conditions and standards makes objectives more precise and facilitates their grading. These objectives are known as Performance Objectives. Other types of objectives are the Process and Production ones. These involve real world objectives, i.e. carried inside the classroom. The main drawback of this type of objectives is that it is based on repetition of a task until the students become able to perform it 'with skill'. Though many criticisms have been directed to the first type—such as, it may be difficult and time consuming to set; not suitable for all teachers, learners and situations; limit educational outcomes—it is still needed to set a framework for teachers, students as well as institutions and societies, provided that it is based on the learners' needs and expectations. Goals and objectives should be drawn from the learners themselves and by introspecting on the communicative purposes of learning the language. In learner-centered approaches to language syllabus design, learners are involved in planning, implementation and evaluation of the curriculum as much as possible (Nunan 1988). An important issue is that teachers and students should exchange opinions: students' opinions can guide the selection of content and activities, and teachers should provide information about goals and objectives of the language course. Students have also to receive direct feedback and feel immediate benefit and
satisfaction of learning the language. This will lead to a more appreciative attitude of the learning experience. Breen writes that the pre-designed syllabus and individual learner syllabi meet and interact in the classroom. This interaction generates the 'real' syllabus.

2. The Content:
The point now is what to include as content in the syllabus. Allen (in Brumfit 1984) writes that a syllabus should contain language elements, communicative-activity, culture, and general language education elements, all incorporated in a coherent teaching program. Actually, the choice and organization of the content depends on the view of language, language learning and language acquisition, and language use. The first starts with the end result and plans the means accordingly. If for example, the adopted view is that language is a formal system, the criteria for sequencing would be from simple to complex. However, if the language is seen as a function, sequencing will depend on usefulness and frequency of its use. The other alternative is to focus on the means, i.e. the changing process of learning. Focusing on language use would create a stimulating environment in which connection between present study and future use is stressed (Breen in Brumfit 1984). In both cases, however, the learners' purpose in studying the foreign language should affect the content (Hunter and Brown 1979).

3. Presentation of Content
The content— to be manageable in classroom teaching has to be divided and sequenced. The first refers to the breaking down of subject-matter on a developmental path. However, the two are interrelated in that the process of teaching/learning is continuous and developmental. Hunter and Brown (1979) believe that the tasks may be set and accomplished in an order according to the learners' interests, ability to focus, fatigue or comfort with the flow of the learning process.
4. Curriculum Evaluation

Curriculum evaluation is different from testing. The first is "meant to provide a basis for future decisions about course planning and implementation" while the second provides "diagnostic evidence about the students' work" (Sharp 1990, p.132). Curriculum evaluation—or as sometimes called course evaluation—is needed to get more varied information to improve the curriculum; evaluating the curriculum according to student testing is limited since the latter offers no explanations to the results, no reference as to which part of the syllabus is responsible for a certain product, and no hints as to whether the learners' needs are met. Evaluation can be one of two forms: classical or illuminative. The former deals with measurement and prediction; it depends on clearly stated course objectives. Classical evaluation is of three overlapping phases: initial, formative, and summative procedures. Illuminative evaluation deals more with psycholinguistics and sociolinguistics (Sharp 1990).

The basis for setting a syllabus has evolved with the development of theories from the "Traditional Syllabus" to "The Synthetic and Analytic Strategies", "Structural Syllabus", "Formal and Functional Components", and "Semantic Syllabus" with its two types: 'Situational' and 'Notional'. Each of the above focuses on one aspect of the teaching/learning process: the language itself, the learner, or the social context. Syllabi used to be categorized into product-oriented and process-oriented. The former refers to those whose content is stated in terms of outcome of instruction, while the latter is concerned with the process through which outcomes are achieved. Though any syllabus could be placed on a continuum from product-oriented to process-oriented, Nunan (1988) places each in one of the two categories. A recent categorization developed in terms of learning tasks and activities. However, the question arises whether process-syllabi are not methodological rather than syllabi-based. In adopting a
syllabus for a language course, what seems to be adequate is a selection of each to fit certain needs of the learners as well as the societies, and at the same time keeping in mind any linguistic requirements. Wilkins (1974 cited in Richardson 1983) writes,

"There is no single, 'best' way of teaching foreign languages. We can neither select one of the number of well publicised methods that is proposed to us, nor, by taking account of the undoubtedly weakness of each of them, can we arrive at a more satisfactory alternative" (p.ix).

Therefore, successful language teachers are unable to limit themselves to one method only, excluding all others.

It has been earlier said that the main reason why Lebanon has been distant from developments in the Applied Linguistics field is the civil war which started in 1975. However, this may be more true for the practical side of things rather than the theory side. English language trainee teachers thoroughly study recent theories in the field during their training course, but it is felt they do not put these in practice when they start teaching. The causes are varied. One is that the teaching institutions are run by staff that have been holding certain positions for years and years, and would not willingly give up what they were taught and have been teaching. Another reason is the shortage of adequate materials and other facilities. What is of help in such situations is the establishment of language centres offering material and advice, as well as providing in-service teaching programs.

This chapter set the necessary background to the educational system in Lebanon and to the curriculum, syllabi and practice of the teaching of English as a foreign language at schools and universities. It concluded with speculations of where all this stands from the world developments in Applied Linguistics giving suggestions. The following chapter is the research design of this study: rationale and method.
CHAPTER FIVE
RESEARCH DESIGN

I. Rationale

A. Aim of the Study

As mentioned in the first chapter, the main objective of this study is to investigate some socio-psychological factors influencing the learning of English as a foreign language in the Lebanese setting, specifically at two universities: The American University of Beirut and Beirut University College. The two universities were chosen because they use English as the medium of instruction for all courses except the Arabic language courses. Thus, English has a specific role in the students' academic life which is different from that if it were learned as 'a language' only.

The main hypothesis is that socio-psychological factors affect students' attitudes towards learning English. The general question to be answered then, is "which of the social and psychological factors influence the students' attitude and motivation towards learning the English language and to what extent these affect the level of achievement?". The research study is also aiming to answer the following questions:

1. Do parental factors influence students' attitudes towards learning English?
2. Is instrumental motivation more applicable to the learning of English than integrative motivation in the Lebanese setting?
3. Are positive attitudes towards English and English speaking people correlated with students' motivational intensity?
4. Is the value of second language learning in comparison with the value of first language related to attitudes towards learning English?
5. What are teachers' attitudes towards their profession and towards the students' performance? What kind of
relationship exists between the two?

In addition to answering the above questions, the research study attempts to find answers to the questions raised in earlier chapters:

6. Does the teaching of a foreign language involve inevitably the culture of that language? (Chapter one, part II)

7. What is the value of learning a foreign language for Lebanese university students? (Chapter one, part III.B)

8. Do students reach the university level prepared to take up academic assignments? Are they aware of the need to learn what they are to learn? Does the curriculum and content of the learning tasks match their perceived needs? (Chapter four)

There still remains the question of whether these attitudes influence proficiency in English.

B. Significance

The study is expected to contribute to research in the field of socio-psycholinguistics through the research survey, the data and data-analysis, and the educational implications. The review of the literature is a summary of what has been done in the field on various groups and in different settings. Reference is given to significant studies held about attitudes, motivation and achievement in learning English. A brief survey is carried out on the state of English as a foreign language in the Arab world and a more concise light is thrown at the Lebanese setting. This is meant to lead to the thread of factors affecting foreign language learning in Lebanon. Second, this study is one of few research studies which were held about the teaching/learning of English as a foreign language in the native country of the learners, particularly in the Middle East, and not in an English speaking country. Moreover, and as far as the researcher knows, it is one of two conducted at the university level in the Arab world on subjects enrolled as regular students and not in intensive programs prior to entering university. Therefore, the value of the data lies in the fact that it is collected from students,
mostly Lebanese, enrolled in their freshman, sophomore, junior or senior years and not in intensive English Language courses. Moreover, they are learning English in their native country, thus as a foreign language. This study is also intended to clarify the differences in opinion about the superiority of one type of orientation: integrative or instrumental, over the other. Finally, it is expected to help evaluate the process of the teaching and learning of English in Lebanon in an attempt to suggest solutions to the difficulties university students have in learning English.

II. METHOD

A. Subjects and Respondents

The subjects in this study are university students and instructors. For convenience of reference only, the term 'subjects' is used for the students and 'respondents' for the teachers.

Subjects

One hundred and sixty four students enrolled as regular students in two universities in Beirut and Byblos served as subjects: 29% are at the American University of Beirut; 54% are at Beirut University College- main Branch, and 17% at Byblos Branch. It was intended to include more subjects from the latter branch, but classes were suspended during that semester for political reasons. The majority are Lebanese (153 students, 93%); six are Palestinians, two are Sudanese, two are Syrians, and one is Indian. The male students comprise 43% of the total subjects and the females 57%. Their age ranged from 18 to 27 with a modal value of 19 (See tables 5.1.a, 5.1.b and 5.1.c for frequencies).

1 Figures corresponding to subjects and respondents are rounded to the tenth or hundredth digit for the value of five and above to avoid using decimals in the discussion of results.

A modal value "corresponds to the score most frequently obtained" (Burroughs 1971, p.183).
The majority of the subjects' fathers are professional (78%). This might be explained by the fact that not all school graduates enter college; only those with certain characteristics related to economic level and social status for example, enrol in universities for higher education. Fourteen per cent of the students' fathers are in skilled jobs and 7% are unskilled. Though this information was reported by the students and thus may be subject to personal bias, it seems quite reasonable—especially that the pilot study showed evidence that subjects were willing to report the parents' profession regardless of its social stigma. As to the mothers' occupation, 72% reported that their mothers are housewives, 23% in professional jobs, 4% skilled and 2% unskilled (5.2.a).

The majority of the subjects' fathers reached university level (45%), 30% secondary level, 16% intermediate level, 7% elementary level and only 2% of subjects reported that their fathers are uneducated. As to the mothers' education, 78% reported their mothers reached university level, 14% secondary level, 7% intermediate level, and less than one percent elementary level; none reported that their mothers are not educated (table 5.2.b).
The highest percentage of students major in Business Studies (38%). Second in rank is the field of Arts (27%), followed by Sciences (21%). The field of Education comes next (7%), then Engineering (5%), and lastly Medicine (2%) (table 5.3.a). The Sophomore students comprise 62%, the Juniors are 18%, The Seniors are 12%, and only 7% are Freshman students (table 5.3.b). They all have taken one or more English language course(s) and/or currently enrolled in one. In fact, 34% have taken one course, 38% two courses, 19% three courses, and 9% four courses (table 5.3.c).

Of the 164 subjects, 34% have studied English as a second language while 65% have studied French as a second language (table 5.4.a). However, the majority (43%) started the study of English at the Intermediate level, i.e. the age range is between 11 and 14 years. 29% began in Kindergarten (4-6 years), 12% at Elementary level (6-10 years), 6% at Secondary level (15-17 years), and 9% at University level (5.4.b). The majority of subjects scored between 500 and 550 (inclusive) on the EEE. Only 3% scored less than 500, 29% scored between 551 and 600 (inclusive), 20% scored between 601 and 700 (inclusive), and 4% scored above 700 (table 5.4.c). Ninety three students (31%) reported that they do
not use any foreign language at home. Of the 71 who use a foreign language at home, 44% use French, 25% use English, 20% use both French and English. Each of Russian and Armenian is used by 3% and each of German and Czechoslovakian is used by 1%. Finally, 1% reported they use Italian and German together and 1% use English and Armenian together (table 5.4.d).

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<thead>
<tr>
<th>TABLE 5.4.a</th>
<th>TABLE 5.4.b</th>
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<tbody>
<tr>
<td><strong>Second Language</strong></td>
<td><strong>Begin English</strong></td>
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<td>English</td>
<td>K.G.</td>
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<td>French</td>
<td>Elem.</td>
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<td></td>
<td>Inter.</td>
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<td></td>
<td>Secon.</td>
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<td></td>
<td>Univ.</td>
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<td>55</td>
<td>48</td>
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<td>107</td>
<td>20</td>
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<td>9</td>
<td>71</td>
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<tr>
<th>TABLE 5.4.c</th>
<th>TABLE 5.4.d</th>
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</thead>
<tbody>
<tr>
<td><strong>EEE Scores</strong></td>
<td><strong>Foreign languages</strong></td>
</tr>
<tr>
<td>471-488</td>
<td>French</td>
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<tr>
<td>500-550</td>
<td>English</td>
</tr>
<tr>
<td>551-600</td>
<td>French &amp; English</td>
</tr>
<tr>
<td>601-700</td>
<td>Russian</td>
</tr>
<tr>
<td>739-813</td>
<td>Italian &amp; German</td>
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<tr>
<td>5</td>
<td>31</td>
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<td>71</td>
<td>18</td>
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<td>49</td>
<td>14</td>
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<td>33</td>
<td>2</td>
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Respondents
Twenty two teachers responded to this questionnaire. Nine teach at AUB, another nine teach at BUC- main branch, and four at BUC- Byblos (table 5.5.a). Three of the teachers are male (table 5.5.b) and 16 are married (table 5.5.c). There are six of the respondents in their 20’s, seven in the 30’s, six in the 40’s, one in the 50’s, and two in the 60’s.

<table>
<thead>
<tr>
<th>TABLE 5.5.a</th>
<th>TABLE 5.5.b</th>
<th>TABLE 5.5.c</th>
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<tbody>
<tr>
<td><strong>univ.</strong></td>
<td><strong>sex</strong></td>
<td><strong>MS</strong></td>
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<tr>
<td>AUB</td>
<td>M</td>
<td>3</td>
</tr>
<tr>
<td>BUC1</td>
<td>F</td>
<td>19</td>
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<tr>
<td>BUC2</td>
<td>S</td>
<td>6</td>
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<td>9</td>
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<td>16</td>
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<tr>
<td>9</td>
<td>19</td>
<td>6</td>
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Four teachers are Bachelor degree holders, seventeen Masters and one Ph.D. (table 5.6.a). Ten of them specialized in Teaching English as a Foreign Language, five in English literature, two in English and Business together, and one in Linguistics. The rest specialized in other different fields (table 5.6.b). Twelve are graduates of AUB and two of BUC; four graduated from US universities and another four from British universities.

<table>
<thead>
<tr>
<th>Degree</th>
<th>F</th>
<th>Field of Specialization</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>4</td>
<td>Teaching English as a Foreign Language</td>
<td>10</td>
</tr>
<tr>
<td>M.A.</td>
<td>17</td>
<td>English &amp; literature</td>
<td>5</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>1</td>
<td>English &amp; Business</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Linguistics</td>
<td>1</td>
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<tr>
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<td>Education</td>
<td>1</td>
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<tr>
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<td>Psychology</td>
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<td></td>
<td>Business Finance &amp; Religion Education</td>
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<tr>
<td></td>
<td></td>
<td>Political Science &amp; Business Adminstration</td>
<td>1</td>
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The years of teaching experience range from three to thirty years (table 5.7.a). Around one third of respondents are full-time teachers (68%) (table 5.7.b). The hours each respondent teaches range from 6 to 28 according to whether he/she is a full time or part time instructor and/or whether he/she teaches in another institution at the same time.

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B. Variables

Various variables exist in the three sets of materials used to fulfil the purpose of this research: the two questionnaires, one intended for students and one for teachers, and the English proficiency test.

1. Variables in the students' questionnaire:

The focus is directed towards the students' questionnaire (Appendix B) since it is expected to reveal more the attitudinal variables of students believed to affect the learning of English at the university level in Lebanon. These attitudinal factors are a result of socio-psychological aspects, either from (a) the learners' immediate surroundings since childhood, or (b) the social and political orientations of the country. From the general survey about the social and psychological factors affecting the learning of English (chapter two), the research about the state of learning English in the Arab world (chapter three) and the study of the Lebanese curriculum in relation with the teaching of English (chapter five), a list of variables influencing such learning could be extracted.

(a) In reference to the first type of factors, that is, those influenced by the learners' immediate surroundings, the following are to be examined:
1. parents' background: education and occupation,
2. the second language, whether English or French,
3. language(s) spoken at home,
4. foreign language(s) the student knows,
5. number of years studying English,
6. the level at which the study of English began, and
7. field of study.

(b) The second type of factors involves the following:
1. the value of foreign languages in general and English in particular in comparison with the native language,
2. national policy for teaching/learning foreign languages, and
3. political daily atmosphere.
Other variables were also included to examine the inter-relationships among all, and to find out which influences the formation of the students' present attitudes and their performance. These variables are either dependent or independent. The second refers to those presumed to bring about changes in other variables; the first refers to those affected by the independent variables. They are as follows:

**Independent Variables**
- age
- sex
- nationality
- university
- field of study
- class (or year)
- number of English courses and corresponding grades
- students' ratings of their parents' knowledge of (a) foreign language(s)
- students' ratings of their own competence in skills in English, French, and any other language
- opportunity to use English
- score on the English Entrance Examination.

**Dependent Variables**
- attitudinal scales including interest in foreign languages, attitude toward the English culture and English speaking people, attitude toward learning English, desire to learn English, degree of instrumentality and integrativeness, degree of ethnocentrism, and English class anxiety
- frequency of using the four skills in English
- motivational intensity
- attitude toward Arabic versus English
- attitude toward English language course and teacher
- aims of learning English at the university
- perception of self, the Lebanese people, English speaking people, and the ideal self.

Finally, four scores of proficiency in English were
obtained from the English language proficiency test used in this study (an adaptation of the JMB test). A detailed reference to each follows in II.C.i. It is appropriate here to mention that the linguistic aptitude was not included as a variable in this study for various reasons, the most prominent of which is that aptitude tests have revealed low predictive validity and lacked correlation with attitudes and motivation. This lead researchers to decline to ascribe differences in achievement in second language learning merely to a linguistic aptitude. Moreover, the humanistic factor in education in general does not allow for discrimination among learners according to their cognitive abilities. The idea that each person has a general mental capacity which can be measured and quantified as a number is controversial. The use of ability tests is seen by some as restrictive; they rank individuals to a certain category and determine whether they are allowed to pursue various educational and vocational opportunities (Myers 1986, Atkinson et al 1987). Finally, such tests are not readily available for the particular educational setting of this research study. And since the core of this study is attitudinal factors more than any other, it was best seen to concentrate on the affective component of achievement excluding the cognitive one.

Examining the above mentioned variables, one notices that many items involve students' perceptions of certain concepts such as their and their parents' knowledge of foreign languages, their frequency of using the English language skills... Such perceptions play an important role in shaping behaviour. "Behaviour is influenced by the personal meanings we attach to our perceptions of those experiences." (Hamachek 1986, p.67). The idea that people behave according to their perceptual field, i.e. what they believe is true, was first developed by Combs and Snugg (1959 in Hamachek 1986) who stated that reality is our perception of events and not the events themselves. Four factors affect our interpretation of facts and determines
our behaviour: beliefs, needs and values, stereotypes, and self concept (Hamachek 1986).

Concerning students' perceptions of themselves, the Lebanese, the English speaking people, and the ideal person, it is expected that positive self concepts direct learners towards good performance leading to positive teachers' perceptions. The latter enhances positive self-concepts which in turn lead to more progress. Burns (1979) portrays these relationships in the following figure.

FIGURE 5.1 Pupils' Self-Concept and Behaviour

In short, positive self concept is expected to generate confidence and success, and negative self concept failure and feeling of inferiority.

Measuring these four concepts was seen as an essential part of studying the learners' attitudes and motivation towards learning English. Self concept as an aspect of personality became included in research studies when factors such as Intelligence Quotient (IQ) and social class were not the only factors accepted to determine academic performance. The self concept is an individual, personal and dynamic picture each person develops of him/herself. It is a
"composite image of what we think we are, what we think we can achieve, what we think others think of us and what we would like to be" (Leeds in Burns 1979). This evaluated set of beliefs can be measured in different aspects, two of which are social self and ideal self which reveals personal ambitions (as they are manifested in the questionnaire). Self report of these two concepts was seen as the most suitable technique to collect data, provided the researcher guarantees certain factors which define their level of approximation (suggested by Combs and Soper 1957 in Burns 1979):
1. clarity of the individual's awareness,
2. availability of adequate symbols for expression,
3. willingness to report,
4. social expectancy,
5. feeling of personal adequacy, and
6. feeling of freedom from threat.
These conditions were met in carrying out this research study through the written instructions given to the subjects and the oral introduction and explanation to lessen the effect of any negative influence of intended distortion of responses.

Research in education related to self concept was directed towards finding out what the relationship between self-concept and academic achievement is. For example, depending on one's concept of self, a class discussion could be perceived as something to engage in actively or something to quietly sit for fear of being wrong. This is connected to its possible behavioural effect. Therefore, the belief that one is not good at English may be reflected in avoidance of classes or if attending, being tense and anxious. This in turn may reinforce the negative attitude the student started with. This whole situation naturally influences performance.

Moreover, people's self-perception affects the way others are seen. One of the first to note that people's feelings towards themselves is related to their feelings toward others was Erich Fromm. Research since then demonstrated that individuals least capable of reaching
their goals tend to reject other people and vice versa. Generally, people thinking well of themselves, think well of others and the converse is true. This is to be tested in this research.

ii. The teachers' questionnaire also included some independent background variables and dependent variables. The first could be summarized in the following two categories:
   a. personal: sex, marital status, age, and
   b. occupational: degree, specialization, institution of higher studies, teaching experience and teaching load.

The dependent variables comprise concepts such as:
* the teachers' attitudes towards the teaching profession (interest in the profession, describing the profession according to some traits, effort exerted towards students...)
* teachers' ratings of themselves
* attitudes towards teaching/learning situation (level of satisfaction...) (similar to the students')
* teachers' perception of students' performance on the English language skills (similar to the students')
* teachers' beliefs about the goals of teaching English in Lebanon
* attitudes towards the syllabi
* factors believed to influence students' attitudes towards and achievement in learning English.

Again, this questionnaire includes items of teachers' perceptions of themselves and of the students' performance. Research shows that teachers' personal style of communication and the ability to create a supportive environment affect the learners' response to the teacher's personality. Effective teachers have positive self concepts reflected in classroom behaviour and techniques. This has positive impact on the learner's self concept and academic performance. The more teachers accept themselves, the more they relate to others and express their competencies in the classroom. They also provide a more student-participating classroom, creative thinking... . However, if they are not
at ease in organizing the structure, a negative influence on students' self concepts develops (Burns 1982). Teachers' self concept is included to examine the above mentioned and to study its relationship with students' perception of their teachers and whether this affects classroom behaviour.

C. Materials

To investigate the students' attitudes towards learning English as a foreign language and to study the relationship between their motivation and level of achievement, a set of materials was prepared: a students' questionnaire, a proficiency test, and a teacher's questionnaire.

i. The Students' Attitudes Questionnaire

The questionnaire as a data-gathering instrument has been extensively used by social scientists, especially to collect data about attitudinal criteria per se. Though it is limited concerning data related to anticipatory behaviour, the method has reached a high level of sophistication and formal development; thus, it is used for language attitude scales more than any other method (Agheyisi and Fishman 1970).

The students' questionnaire used in this study aims at assessing the attitudinal factors influencing the learning of English as a foreign language in Lebanon. Some of its basic ideas are adapted from the Attitude/Motivation Test Battery which is developed by Gardner and his associates to assess the non-linguistic aspects of second language learning (Gardner 1985a). The Test Battery is mainly directed to the investigation of English speaking students learning French as a second language. It has been modified many times since it was first developed by Gardner (1958, 1960); it was extended by Gardner and Lambert (1972) and developed into full scale items with internal consistency and reliability of the subscales by Gardner and Smythe (1975). However, modification of the items is necessary where there is change in setting, socio-cultural milieu, or difference in native and foreign languages. Since the original test was developed for the Canadian context and to
English speaking Canadians learning French, items had to be modified in order to fit the Lebanese context. Changes—major and minor—as well as additions and subtractions to the original items were needed to assess the non-linguistic aspects of foreign language learning in Lebanon.

Pilot Study

For this reason, a pilot study was conducted in April and May 1989 on 24 Lebanese university students during a time when classes were suspended because of the seven month war that year. Despite the difficult situation, the students were gathered and given the questionnaire either individually or in groups up to 10 persons at a time. On the basis of this pilot study, the questionnaire was modified and finalized to its present form. In the first part, the question on parents' occupation was modified. The two categories 'retired' and 'unemployed' were joined together and students were asked to report previous occupation. More professions were included as examples for each classification based on students' answers. Another question was added to include information about the number of courses taken by the subjects and the name of the current course. In the second part, a major modification was the selection of 39 attitudinal scales from an initial pool of 70 items. Running the analysis by means of t-test, only the items which elicited statistically significant results were retained, thus the dispensing of 31 scales.

Referring now to the questions in general, it was found necessary to replace some sentences with new ones since the formers were found to be testing the same notions as some others. An example would be the change of the following sentence:
"... write a brief description of my major life activities"
since it tested the same factor as:
"... write biographical information about myself, my education and experiences" (c=0.831; p<0.001) into:
"I can write a report in English describing a specific task I performed".
Another change was the alteration of open ended questions into closed ones, such as:

"How would you define the goal of learning English as a second language? For what purposes should English be taught?"

On the basis of answers like:

"It is used for everyday life. Through learning a second language you increase your knowledge"
"for talking, reading and listening"
"It helps in communicating with foreign people and in knowing the English culture"
"English is considered an international language"
"In any profession, it is an asset to be able to speak English proficiently"
"to be able to learn sciences in up to date books and films; Arabic is very hard to be used in most of the scientific courses",

the open ended question was changed into a scaled one:

Rate the following six statements according to their importance to you by writing one of the numbers 1 to 5, where 1 = most important and 5 = least important, in the blank after each statement.

The English language should be taught because

- It makes persons more knowledgeable
- It helps in professional purposes
- It contributes to communication and interaction with other cultures
- It is an international language
- It aids in knowing about other cultures and people
- It plays a major role in academic purposes, eg. reading books and articles written in English, pursuing higher education...

Yet another change involved the modification of some sentences and phrases that the students found difficult. The following statements or phrases were altered:

a. "The worst danger to Lebanon for the past 40 years has been the result of foreign ideas" into:

"The problems that Lebanon has been passing through for the past 40 years are the result of external foreign ideas"

b. "I would prefer to read the literature of a foreign language in the original language rather than a translation" into:

"I would prefer to read a book in the original language
it is written in rather than a translation into Arabic"

c. "students should have a word in ..." into:
   "Students should be consulted ..."

d. "... skim it over" into: "do it quickly"

Some words or phrases had to be added to clarify some questions, such as:

a. "with your parents, sisters and/or brothers" was added to "at home"

b. "English courses" became "English language courses"

c. "other languages" was clarified into "languages other than Arabic"

d. "Modern Standard Arabic (the written form)" was substituted for "The Arabic language"

e. "if any" was added to "language laboratory" since it did not apply to students in the three university branches.

Description of Questionnaire

The questionnaire as used in this study (Appendix B) consists of six parts. Part one aims at eliciting descriptive background information about the subjects:

* age, sex, nationality,
* the parents' occupation and education,
* the subjects' educational background
  second language: English or French,
  level at which the study of English started, and
  present state (university, field of study, class, number of English language courses taken),
* knowledge and/or usage of foreign languages at home,
* subjects' ratings of their level of proficiency in each skill for each language they may know and their ratings of the parents' proficiency in any foreign language they may know,
* score in English Entrance Examination, and
* grades in English courses.

It is appropriate to comment here on the subjective assessment forms. Upshur (1975) writes: "... most of us could give a pretty accurate appraisal of our own abilities in other languages we know" (p.329). After conducting a
study, he concluded that the best way to measure oral proficiency was to ask the person how well he spoke the language. Oskarson (1978) writes "... even objective, well-constructed and standardized language tests seldom tell the whole truth, just as it can be said that even the most subjective estimate always contains some truth" (p.13). Standardized forms which rely on the learners' ability to make overall impressionistic and introspective judgements have been used for various purposes and contexts. These could be used as long as they have "a measuring standard by which they may express their intuitions". However, one should not forget the possible unreliability of any assessment procedure which is based on impressionistic estimation.

In this study, the students' rating of their own proficiency in foreign languages included the four language skills, each consisted of a five-point scale ranging from 'excellent' to 'not at all' with all points on the scale described verbally. Their performance is believed to relate to how well they think of their abilities to perform. As to the students' ratings of their parents' proficiency in foreign languages, only the overall language proficiency was asked for as there was no need for any particular skill.

Section B of this part consists of sixteen items, every four describing actions related to one of the four skills of learning a foreign language. Subjects are here required to rate how well they can perform the tasks on a five point scale ranging from 'perfectly' to 'not at all' with all the other scales defined. It is believed that students' perceptions of their abilities in a subject affect their feelings about that particular subject— in this instance, English— as well as their behaviour.

Part II consists of 39 attitudinal items, each to be

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3 For a detailed reference of such assessment forms, consult Oskarson, M. (1978) Approaches to Self-Assessment in Foreign Language Learning, Chapter Four.
rated on a five point scale ranging from 'strongly agree' to 'strongly disagree'. The neutral-mid scale was felt to be essential so as not to push the students to answer favourably or unfavourably as only these attitudes would be available. Though these items are grouped into ten general concepts, they were in random order to avoid boredom on the students' part as well as to minimize the effect of one item on answering other items of the same concept. These ten concepts are:

Parental Encouragement: This variable consists of three positively worded statements (item no. 1, 3, 7) and two negatively worded items (item no. 15, 19) assessing the extent to which students feel their parents support them in their English study. A high rating indicates a high level of perceived parental encouragement. Studies have concluded that parental pressure on children to achieve success influences academic attainment. Parental pressure can take one of three forms: punitive, supportive or indifferent. Burns (1982) writes that the third yielded lowest self-esteem probably because the other two manifest some kind of concern in the children's performance.

Ethnocentrism: This consists of three statements measuring the subjects' degree of ethnocentrism. A high rating indicates a high degree of ethnocentricity (item no. 2, 6, 29) which may very well hinder the learning of a foreign language.

Interest in Foreign Languages: Students are presented with three positively worded statements (item no. 11, 16, 23) and one negatively worded statement (item no. 4) assessing the subjects' interest in studying foreign languages in general. A high rating points to a high interest in foreign languages.

Motivation which is of two orientations:

a. Instrumental: This item comprises of three statements stressing the utilitarian value of learning English (item no. 5, 10, 20, 27). A high rating means that students have a
high degree of instrumentality.

b. Integrative: Four statements emphasize learning English for integrative reasons, like social interaction or identification with target language group (item no. 13, 22, 30, 35). A high rating reflects that students perceive an integrative value in learning English.

**Attitude Towards English Culture:** This includes attitude towards English speaking people. One statement assesses the subjects' attitudes towards English culture (item no.33) and two assess English-speaking people (item no.8, 24). A high rating shows a positive attitude presumably fostering the learning process.

**Attitudes toward Learning English:** This variable comprises eight statements; five are positively worded (item no.9, 12, 14, 37, 39) and three negatively worded statements (item no.18, 21, 32). This concept variable includes the students' attitudes towards learning English as well as their desire to learn it. Since scores on these two were found to be comparable, it was found best to combine them into one, thus facilitating the reading and discussion of the results. A high rating indicates a positive attitude toward learning English.

**English Class Anxiety:** Four statements assess the students' degree of discomfort while participating in the English class (item no. 25, 28, 34, 38). High ratings indicate a high degree of discomfort among participants in the English class.

**Present Situation:** Students are presented with four statements assessing the effect of the present daily situation in Lebanon on the students' attitudes towards and performance in the English courses (item no. 17, 26, 31, 36). A high rating means a remarkable effect of the daily political situation on the study habits of the students.

The third part consists of two sections. Section A asks about the frequency of the use of the English language. It
comprises ten statements describing actions involving the use of English skills:
reading-comprehension: reading novels, magazines and newspapers,
listening-comprehension: listening to the news, songs, watching movies, programs and films,
speaking: using English terms at home, speaking with friends,
writing: writing letters, personal notes.

Students are to rate the extent each sentence is applicable to them on a five point scale ranging from 'always' to 'never' with all the other scales defined.

Section B elicits information about the students' attitudes towards the English language and learning the English language. It consists of ten multiple choice items where all points on the scale are defined in concrete statements testing the students' motivational intensity, i.e. the subjects' motivation to learn English in terms of classroom assignments, homework, plans to use and study English. Corlington (1989) writes that students' perceptions of their effort put into study have proven to be powerful determinants of future achievement. In the case of failure, and if it is attributed to lack of effort, learners develop feelings of guilt; if however it is attributed to inability, feelings of shame and humiliation arise.

A high rating on a motivational intensity item means a high degree of effort spent in learning the language. The first question asks about the time allocated for the study of the English course. The second attempts to find out whether the student would study the language if it were not taught at school. Item number three tests whether the student volunteers when the teacher asks for an extra assignment. The fourth examines the student's reaction when the English essays or exams are returned. The following deals with students' attitudes towards the effort put into the English language course. The sixth asks about students' seeking for help from the teacher. Item number seven studies students'
attitudes in class. The eighth examines students’ reaction towards an English assignment. The ninth elicits information about cause(s) of absence from the English language course, and the last question asks about the grade the student is aiming for in these courses.

**Part four** focuses on the students’ attitudes towards the Arabic language versus English. Section A includes two identical sets of twelve bipolar semantic differential scales, one entitled 'The Arabic Language' and the other 'The English Language'. Students are asked to rate each language on a five point scale for each of the twelve items. However, the bipolar items were randomly presented in each set where either positive or negative traits (or adjectives) of each item may appear on one side of the table. A high rating represents a positive attitude towards the language.

Section B involves six questions requiring a yes/no answer. Question number one seeks to find out whether the students believe that the knowledge of Arabic helps in learning English. Research has shown that the more positively students perceive their teachers, the better their achievement is (Burns 1982). The following question asks whether students prefer to use an English-Arabic dictionary or an English-English one. Two questions aim at finding out whether a student uses the native language or the foreign one in performing a single Arithmetic calculation and in thinking about something he/she wants to say or write in English. Another two ask whether the student believes he/she might use English to perform the above mentioned in the future.

Section C comprises three multiple choice questions. The first compares the level of interest in each of the Arabic and English courses. In the second question, the student has to say how much Arabic he likes to have during the English

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4 A semantic differential scale is a continuum between polar terms or adjectives, usually opposites, to measure the meaning of particular concepts (Snider and Osgood eds 1969, p.30)
course: 'as much as possible', 'a combination of both', or 'only English'. The third question compares the level of difficulty a student finds between the English and the Arabic courses.

The fifth part is intended to assess the students' perceptions of the English language learning context: the English language course and the English language teacher. In section A, students have to indicate their level of satisfaction with the following on a five point scale ranging from 'extremely satisfied' to 'not at all satisfied':

- classroom practice of the skills learned,
- textbooks used,
- classroom activities,
- language laboratory,
- types of reading assigned,
- outside opportunities to practice English,
- feedback,
- evaluation of achievement,
- time given for study,
- teacher's personality,
- teacher's ability to speak English,
- teacher's ability to help in learning, and
- the teacher's availability for consultation.

Section B includes two sets of five point scale, bipolar, semantic differential items, each of ten concepts. One set describes the English language course, and the other describes the English language teacher. Here again, the items were presented randomly where either of the traits of each concept may appear on one side of the table. A high rating represents a positive evaluation of the concept.

Section C attempts to elicit information about the students' feelings concerning the English course with emphasis on comparison with other courses. In the first two questions, students have to indicate whether they believe they should have a greater say in the content and method of the English courses and science/mathematics courses. The
third question asks whether the student would have liked to spend more time discussing the culture of the foreign language. In the fourth question the student has to indicate whether he/she could have accomplished more if the English course had been planned in a different way. The fifth questions asks whether the student prefers to take the English course intensively—five or six weeks—or normally—four to five-month period. Then the student has to indicate the level he/she believes the learning of English should be started in Lebanon: Kindergarten, Elementary, Intermediate, Secondary, or University. The seventh question asks the students to rate six statements indicating different goals of learning English in order of importance, and the following one asks whether they think their actual learning of the language matches those goals.

The last part of the questionnaire aims at finding out the student’s view of one’s self, of the Lebanese people, the English speaking people, and of the ideal person. This part consists of four identical sets of thirty bipolar semantic differential scales; each set entitled according to the above mentioned concepts. The students are to rate themselves, the Lebanese people, the English speaking people, and their ideal person for each semantic differential item on a five point scale. Both positive and negative traits of each item could be found in either side of the tables. A high rating indicates a positive attitude towards the concept.

Validity

The questionnaire was constructed after intensive reading of the literature in psycho-sociolinguistics. Some of the factors had been studied in various studies and were found to be significant in the teaching/learning of second or foreign languages. Other factors which were felt to be important through the researcher’s experience in learning and teaching English as a foreign language in Lebanon were also included. The questionnaire was read by some lecturers at the University of Leicester as well as instructors at Beirut University College. A few suggestions were offered
and were taken into consideration. Furthermore, a pilot study was held to check the validity of the items and to insure that the instructions and question items were clear enough for students to understand what is required of them. The questionnaire was then finalized into its present state.

ii. The Proficiency Test

A proficiency test in general tries to find out whether a student has reached the certain standard required for his/her present work as well as for future needs. The proficiency test used for this research is an adaptation of the "Joint Matriculation Board" (JMB) of June 1988. The purpose of its use is mainly to find out the relationship between the Lebanese university students' attitudes towards learning English and their proficiency level.

Validity

The JMB test, with some adaptation, seemed suitable for the purpose of this study for different reasons. First, it is designed as a university entrance examination for students whose native language is not English and who intend to enrol in British universities but have had their education outside Britain. Thus, the standard it requires is up to the level of all the subjects to be tested for this study. Second, it is meant to meet the special needs of the above mentioned type of candidates who intend to use English as a medium of study; it focuses mainly on expository, neutral and transactional type of English rather than the conversational or idiomatic type needed for social intercourse. This kind of language performance is the one students have been studying since they were first introduced to the language. Third, it further intends to test the ability to deal with the closely integrated non-verbal devices used for communicating information which constitutes the students' main needs for their academic life at the university level. Finally, it has the advantage of measuring detailed behavioural objectives as well as proficiency in specific competencies which the individual items purport to measure. A discrete-item multiple choice test, on the other hand, fails to identify within a given item a specific
linguistic feature whose knowledge by the student is both necessary and sufficient for a correct response (Clark 1972, p.239). Moreover, the focus would be the total score, regardless of what combination of items it has been obtained by. "Valid tests of performance objectives should therefore represent --- the very language behaviour that the test intends to measure, i.e. in most cases they should require the candidate to speak and write his responses" (Oskarson 1978, p.23).

The JMB test

The JMB is originally composed of two parts: written and aural. The written part tests the understanding and production of written English and the aural part tests the spoken English. However, only the written part is used for this purpose, first because of the lack of time and the difficulty of administering the aural test in the given situation, and second because the written part covers an adequate and sufficient range of skills (JMB 1988):

a. writing which involves integrated productive skills. Questions that require writing aim at testing competence in the production of written English and not knowledge of a subject matter. Students are expected to produce English which is appropriate in function, mode and style.

b. grammar which is tested as a 'whole' in the writing part and as individual items in the 'individual grammatical items' part. The latter type is needed for competent manipulation of connected written English.

c. vocabulary which is tested on two levels: recognition and production. Recognition vocabulary is tested as part of a set of integrated skills in the comprehension part; productive vocabulary is tested as part of a set of integrated skill in the writing part. However, there is a separate test for individual vocabulary items.

d. comprehension which represents the amount of input information which normally exceeds any type of output required from the student. It is not a passive process but one which involves a number of cognitive skills.

Construction, Description and Rationale
Since the JMB test is designed to be administered in two hours, and since the researcher could not have taken and was not permitted to take more than two sessions of regular classes to administer both the attitude questionnaire and the proficiency test, part of the JMB (1988) test had to be used. Originally, the test includes two exercises of the same type for each skill; so, only one exercise was randomly chosen. Thus, the proficiency test used for this research (Appendix C) is composed of four parts: continuous writing, individual grammatical items, individual vocabulary items and reading comprehension. Following is a description of each of the four parts: the rationale behind it, a description, and the procedure.

**Continuous Writing:** Since candidates at the level of university entrance are expected to handle a range of topics outside their fields, topics are chosen from various central, neutral and semi-technical sources at the level of the educated layman rather than the specialist. The continuous writing part asks for interpretation of non-verbal information such as graphs, tables and diagrams where the basic factual information is provided (JMB 1988). In this research, students are asked to interpret two given graphs, one representing total injuries in road accidents in Warwickshire in 1986 and the second representing total number of people of different ages involved in these accidents. A student is not expected to rely on his/her reading skills, but to interpret the given information, organize it and verbalize it into suitable sentences. Students are expected to produce minimum adequate proficiency which involves the selection of appropriate grammatical items and style. This part was corrected by the researcher and one other university level instructor to avoid any subjectivity in grading this piece of work. The average of both grades was considered, but where there was large discrepancy between the two grades, a third corrector was asked to read the paper. The full mark given to this part of the proficiency test is 20.

**Individual Grammatical Items:** The kind of 'individual
grammatical items' test used in this research often reflects the student's overall performance; the ability to recognize errors of omission is related to a sound knowledge of English. The student needs to associate language items with language function. Since time does not allow for testing the total language skills, this kind of testing provides a contrasting way of sampling the learner's language skills and it allows for a greater objectivity in marking. In the present test, individual grammatical items representing core function areas are tested in connected texts. Students are given a paragraph of fifteen lines about 'ferns' with one word missing from each line. They are asked to mark the place where the word is missing and provide this word. One point is given to each correct answer, which adds up to fifteen points for the whole exercise.

Individual Vocabulary Items: The same reasons for testing individual grammatical items apply for the testing of individual vocabulary items. Students are given a passage entitled "Can We Control The Climate" and a list of words to replace words or phrases in the text. This kind of vocabulary testing has the advantage of giving words in context where a large part of lexical meaning comes beyond the single sentence. The mark given for this exercise is seven.

Comprehension: This part requires the student to process the given information through different cognitive skills, like the ability to comprehend the 'whole', to follow step by step, to be selective in recording information, to distinguish fact from opinion, to use language cues.... The aim of such a test is to sample a competence in the reading skill in relation to two uses: first, to understand what the writer is saying and why; and second to use the information beyond the writer's purpose. In the given test, a passage of eight sections entitled "The Flying Baby" is followed by three types of questions. Students are first asked to choose from a given list headings for seven sections (7 points). Second, they have to indicate whether five related statements are true or false and indicate the number of the
paragraph they found the answer in (12 points). Third, they are given a table of forty boxes to be filled in with checks ✓ where appropriate (20 points; one point for each correct check). The total number of points given to this part of the proficiency test is 39.

Other additional measures of proficiency in English as a foreign language are obtained from the students' questionnaires, such as the scores on the EEE, and the grade(s) of the English courses taken so far. This may be considered by some not to be reliable information since the source is the students themselves. However, there was no other way to obtain such information since the students were not obliged to give their names; thus, the subjects' scores and grades could not be checked through the records kept by the university. To avoid the problem of getting wrong reported information, students were—besides being informed of the purpose of the study and introduced to the type of the questionnaire—often reminded (in the questionnaire) of the importance of giving accurate and sincere answers.

The students were also asked to rate their level of proficiency in the four skills in English on a five point scale ranging from 'excellent' to 'not at all', as well as their performance of these skills in sixteen statements (four for each skill) on a five point scale ranging from 'perfectly' to 'not at all'. Additional ten statements were given to examine how often the students perform the four skills in English. Students had to rate each statement on a five point scale ranging from 'always' to 'never'. Finally, students rated their parents' general proficiency in English.

iii. Teachers' Questionnaire

The teachers' questionnaire is constructed on similar lines to the students' questionnaire. Since the student and the teacher are the two important elements in the teaching/learning process, equal emphasis should be put on examining both of their views about this situation. Bearing this in mind, the teacher's questionnaire was composed using some
identical items and scales for the purpose of comparing the learners' and the teachers' attitudes and views towards certain components of the learning/teaching process. The teachers' questionnaire is composed of five parts (Appendix D).

**Part I** asks for descriptive background information about the instructors:
* sex, marital status, age range,
* degree, field of specialization, institution of higher studies, kind of teacher training,
* number of years of teaching experience, status, full time or part time, and number of teaching hours per week.

The **second part** is of three sections. **Section A** elicits information about the teachers' attitudes towards the teaching profession. It consists of eight questions about their interest and level of satisfaction with the profession, to which teachers have to answer 'yes', 'no' or 'undecided'. The first question of **section B** offers six adjectives describing the teachers' relationship with the students. The respondent may check more than one adjective to describe his/her own relation with students. The next three questions are of multiple choice type asking about the teachers' attempt to know more about students, willingness to give extra time to help weak students, and whether they remain optimistic and help students overcome their points of weakness. **Section C** comprises ten bipolar semantic differential scales, each describing an aspect of the teacher's personality. Instructors have to rate themselves for each concept on a five point scale; a high rating shows a positive view of themselves.

**Part three** asks about the teachers' attitudes towards the teaching/learning situation and towards students' performance in general. **Section A** is a modification of **Section A**, part V of the student's questionnaire in that teachers are asked to rate their level of satisfaction with the English language course (classroom practice of skills, textbooks, classroom activities, language laboratory, types
of reading, feedback given to students, evaluation of achievement, time students have to study, and teacher's availability for consultation), and some related aspects (facilities the university offers, and outside opportunities students have to practice English). The above mentioned concepts are to be rated on a five point scale ranging from 'extremely satisfied' to 'not at all satisfied'.

Section B is adapted from section B, part IV of the students' questionnaire. It involves six questions requiring a yes/no answer. Question number one seeks to find out whether the students' knowledge of Arabic helps in learning English. The following question asks whether students prefer to use an English-Arabic dictionary or an English-English one. Two questions aim at finding out whether a student uses the native language or the foreign one in performing a single arithmetic calculation and in thinking about something he/she wants to say or write in English. If the answer is 'yes', the teacher answers whether he/she believes the students might use English to perform the above mentioned in the future.

Section C involves sixteen statements describing students' performance of the four language skills found in section B, part I of students' questionnaire. Teachers have to rate how well their students in general can perform those tasks on a five point scale ranging from 'perfectly' to 'not at all'.

Part four elicits information about the teachers' attitudes towards the curriculum and syllabus of teaching English as a foreign language in Lebanon and at the universities. Section A includes questions about whether the aims of teaching English are known to all teachers, and asks the instructor to define what these goals should be. It further asks if the department has set any goals; if yes, if they match the instructors' ideal ones. One question asks whether students feel the need to learn English; if not, whether the reason could be that they are not aware of these goals. The last two questions of this section are of
multiple choice type. They ask what kind of syllabus the teacher has and what kind he/she would like to have.

The first six questions of Section C, part V of the students' questionnaire comprise section B of the teachers' questionnaire. Instructors have to answer either 'yes' or 'no' whether students should be consulted in the content and method of science and mathematics courses and of language courses. The second and third questions elicit information whether students would like to spend more time discussing the foreign culture and whether they could accomplish more if English language courses were planned in a different way. One question asks whether it is better if students take English language courses in a 4-5 month semester or in a concentrated 5-6 week semester in summer. The last question asks at which level the teaching of English should start in Lebanon.

Finally, the last part includes fourteen concepts representing the variables hypothesized to influence students' attitudes towards and/or achievement in learning English. Teachers have to rate the extent they believe each factor influences students' attitudes or achievement on a five point scale ranging from 'highly important' to 'highly unimportant'.

D. Procedure

i. Administering the Students' Questionnaire

It is well known that any questionnaire or test is best administered in a natural, regular atmosphere, that is, during times which do not affect responses to the various scales. For example, examination times, holidays and special events, periods of social and/or political unrest are believed to influence subjects' reactions towards certain events, concepts or ethnic groups. It is also advisable to dissociate the administration of a questionnaire or a test from the program concerned by having a relatively long period between administering the questionnaire or test at the beginning or end of the program and/or using
administrators not associated with the program. Moreover, care should be taken to reduce possible confounds due to social desirability.

The type of questionnaire used in this study is best administered to a group of students in one setting. Thus, permission was taken from the administration of each of the two universities to conduct the study. However, there were some restrictions since the fall semester (October 15-December 15, 1989)—when the study was conducted—was actually a condensation of the spring semester of the previous year due to the situation at that time. Thus, there was already some stress and anxiety among students, especially after classes had been suspended for seven months. Moreover, the effect of the war was still prevailing; some students had lost friends, relatives or even family members, and some others were dislodged from their homes. Therefore, maximum effort had to be exerted from the researcher’s side to create a more or less ‘normal’ atmosphere in the class session when the questionnaire or proficiency test was administered. The class teacher was informed about the study beforehand and was asked for his/her cooperation. The teacher in turn informed the students that a researcher would be coming to conduct a study and that their help would be needed. In the first session when the questionnaire was to be filled in, the researcher introduced herself and gave a brief description of the study, and asked for the students’ cooperation. Some showed interest and volunteered to help and some asked if they could be excused. Students were reassured about the purpose of the study, but as pressure could not be put on the subjects, uninterested students were allowed to leave. The introductory page was read aloud. Special attention was given to the purpose of such an instrument and to the fact that the questionnaire was not a test so it would not affect their grades in any way. Students were often reminded to express their true feelings, regardless of what they think how each question might be best answered for the researcher. It was made clear that their names were needed only to associate the questionnaire with another that they were
asked to fill in later on. However, because of past experience and of the pilot study, it was suggested that they could use a code instead of their names, but have to remember it for future reference. Students were finally urged to ask any question about anything they might find vague. It is worth noting here that there was no need to administer the questionnaire in the mother tongue of the subjects, Arabic, as most students had been learning English for quite a long time, long enough to enable them to understand it fully and fill it in. Moreover, the pilot study proved the unnecessity of such a procedure. Each class session was sixty minutes which was enough for most students to finish by time; few needed a couple of minutes more to finish. The class teacher was asked to leave some time after the students began filling in the questionnaire. It was thought best that the researcher herself answered any of the students' questions, and that maximum freedom be given to the students to answer any questions that relate to the English language course or teacher. An atmosphere of easiness and comfort was maintained by the researcher especially by carefully commenting and answering the students' queries. Some students made it a point to remain and talk about the questionnaire with the researcher. They expressed their interest and concern about the issue of teaching/learning English in Lebanon. One of them expressed his fear that the questionnaire was intended for political reasons!

ii. Administering the Proficiency Test

Permission was granted by the board to use the JMB examination 1988 for the purpose of this study. The proficiency test was given to the students one week after the attitude questionnaire was filled in. The purpose of administering this test was made clear. It was explained that it is related to the questionnaire and thus needed for research purposes only; it was in no way connected with their course work. The front page—indicating the aim and structure of the test—was read aloud by the researcher. Then, the students were instructed to listen carefully to the instructions of each part as they were read. Students
were finally encouraged to ask any questions they found necessary. It is noted that some students faced difficulty in the first part of the proficiency test, continuous writing. They asked many questions about the graphs and their meaning and said they had never done such an exercise. Most students needed about one hour to finish the test, though few finished earlier. The respondents were finally thanked for their valuable cooperation.

iii. Handing out Teacher's Questionnaire

Handing out teacher's questionnaires took different forms in each branch of the universities. In some cases, the head of the Department insisted that he/she give the questionnaires to the teachers with a letter written by the researcher about the purpose of such a questionnaire. In another branch, the researcher was free to contact the teachers. So, a copy of the questionnaire plus an explanatory letter was sent to each teacher to their mail boxes at the University. Within a couple of days, answered copies of the questionnaire started to come in. In three weeks time, most of the copies were answered and received back. A short note was sent to the teachers as a reminder. A few more copies were filled in and sent back, and few others were unanswered. Some teachers asked if they could chat with the researcher to comment on some items which they felt they could say more about. In such cases, an appointment was set for a short interview. Such interviews could not possibly have taken place with all the teachers for two reasons. First, because of time constraint the researcher had to finish gathering the data; and second because of the difficulty of arranging an appointment and actually meeting the specified time for different reasons related to the current situation.

E. Possible Limitations and Counter-Restraints

The following may be considered limitations of the study. Procedures taken to counteract them are also presented.

a. The sample might be considered to be limited since the number of subjects was not equally distributed among the three university branches. However, this was avoided by
having a representative sample of the population of each.

b. Second, keeping in mind that students might have got tired by the end of the questionnaire, causing their concentration and energy to become weaker, the researcher tried to maintain an atmosphere of comfort and ease throughout the questionnaire and the test administering sessions. Students were granted anonymity, no strict time limit, privacy and unobtrusive 'breathing space' where nobody was moving around looking at their papers. However, when students asked about the meaning of some words or items, the researcher responded by giving the meaning of the item, staying as close to the original as possible so that the answer did not influence the subjects' response. Finally, it is noted that placing the first part of the questionnaire at the end was taken into consideration, but after careful thinking and discussion, it was concluded that this did not help much since the information obtained from the first part is of equal importance.

c. Third, having carried out a pilot study prior to the actual data collection procedure helped a lot in refining the research instruments and formulating the final version of the questionnaires. It also gave insights to data-gathering techniques and improved the quality of giving instructions. However, one question (7 part V)—after alteration as a result of the pilot study—could have taken another form using the 5-point scale: 'strongly agree' to 'strongly disagree'. Students—having only that question of a different instruction type—exerted too much time and effort to understand what was required of them. Another point regarding the construction of the bipolar items—where the same bipolar items were used in two sets—the scales need not have been in the same order, though being so did not influence the responses, neither positively nor negatively.

d. Only the written part of the JMB proficiency test was used to test the subjects' proficiency in English, but as
mentioned earlier, that was seen sufficient as it included an adequate and sufficient range of linguistic skills.

e. Teachers' interviews took place only in what seemed necessary conditions where respondents themselves wished to chat with the researcher, or when the researcher felt the need to discuss certain matters with the respondents after receiving back the questionnaires.

Despite the various constraints limiting the extension of this research study, the data was collected with reasonable, statistically acceptable conditions.

III. Method of Data Analysis

A variety of data analyses was used to interpret and report the results of the present study. The Statistical Package for Social Sciences (SPSS)—a flexible and comprehensive package—was utilized for analyzing the data. The responses were first copied on Fortran coding forms, then typed into the computer. The accuracy of copying and typing the responses was checked and verified through the initial stage of data-analysis. For the questionnaire—both the students' and the teachers'—responses on items of nominal and ordinal types were converted and presented in frequency distributions and percentages. The data for the semantic differential type of questions were first analyzed using the mean square and standard deviation then factor analyzed. Further techniques were used to test relationships among the various factors. This comprises the content of the following two chapters, namely "Data Analysis and Initial Results" and "Some Further Investigations".
CHAPTER SIX

DATA ANALYSIS AND INITIAL RESULTS

This chapter presents the initial results of each of the set of materials: the students' questionnaire, the proficiency test and the teachers' questionnaire. Frequencies, percentages, mean and standard deviation are used to present the results of the questionnaires. Where frequencies and percentages are given, the ratings on the five point scale items which appear in the questionnaire were reduced to three points: high, mid and low for ease of reading and interpreting the results. The high rating was created by combining scales 4 and 5, and the low rating by combining scales 1 and 2; the mid rating represents scale 3: neutral. Ratings of negatively worded statements were recoded so that 5=1, 4=2, 2=4 and 1=5. Where means and standard deviations were used for measure in semantic differential type of items, ratings of negatively connotated adjectives were recoded in the same manner so that the mean value represents the positive value of the trait. An asterisk (*) is used to indicate such cases.

I. Students' Questionnaire

The presentation of the analysis and results of the students' questionnaire is divided into six sections according to the variables:
A. Subjects' perceptions of their parents' and their own proficiency in foreign languages.
B. Attitudinal variables
C. Attitude towards Arabic versus English
D. Attitude towards the English language course and the English language teacher
E. Students' view of the teaching/learning of English in Lebanon
F. Subjects' ratings of self, Lebanese people, English speaking people, and ideal person.
A. Subjects' Perceptions

The first variables to be examined are the subjects' perception of their parents' and their own level of proficiency in foreign languages. Subjects' perceived perceptions of their parents' general competence in foreign languages: English, French and any other, and their own proficiency in the language skills in any foreign language they know are presented in tables of percentages of high, mid and low ratings, followed by a brief discussion of the results. For both variables, i.e. parents' and self competence in foreign languages, the high level consisted of 'excellent' and 'good', the mid level of 'fair', and the low level of 'weak' and 'not at all'.

i. Students' Ratings of their Parents' Proficiency in Foreign Languages

TABLE 6.1 Perceived Parents' Proficiency in Foreign Languages (FL= foreign language)

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
<th>none at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>45.8</td>
<td>18.3</td>
<td>35.4</td>
<td>0.6</td>
</tr>
<tr>
<td>French</td>
<td>37.8</td>
<td>20.7</td>
<td>39.1</td>
<td>2.4</td>
</tr>
<tr>
<td>Other FL</td>
<td>5.5</td>
<td>2.4</td>
<td>1.2</td>
<td>90.9</td>
</tr>
<tr>
<td>Mother</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>31.7</td>
<td>20.7</td>
<td>45.7</td>
<td>1.8</td>
</tr>
<tr>
<td>French</td>
<td>33.6</td>
<td>19.5</td>
<td>44.6</td>
<td>2.4</td>
</tr>
<tr>
<td>Other FL</td>
<td>6.7</td>
<td>-</td>
<td>0.6</td>
<td>92.7</td>
</tr>
</tbody>
</table>

Students tended to rate their fathers' proficiency in English as high rather than low (46% vs 35%), but rated their proficiency in French as lower (40%). However, they tended to rate their mothers' proficiency in English as well as in French as low (English: 46% vs 32%; French: 45% vs 34%). This might be explained by the generally lower level of schooling achieved by women in contrast to men at a certain period of time around the middle of the century in Lebanon. As to the ratings of proficiency in any other foreign language for both fathers and mothers, they tended to be high, most probably because the parent is of that nationality speaking that specific language.
ii. Students’ Ratings of their Proficiency in Foreign Languages

<table>
<thead>
<tr>
<th>Skills</th>
<th>high</th>
<th>mid</th>
<th>low</th>
<th>none at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listening</td>
<td>93.9</td>
<td>6.1</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>speaking</td>
<td>65.2</td>
<td>30.5</td>
<td>4.3</td>
<td></td>
</tr>
<tr>
<td>reading</td>
<td>92.1</td>
<td>7.9</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>writing</td>
<td>66.4</td>
<td>28</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listening</td>
<td>65.7</td>
<td>8.5</td>
<td>23.8</td>
<td></td>
</tr>
<tr>
<td>speaking</td>
<td>53.6</td>
<td>17.7</td>
<td>28.5</td>
<td></td>
</tr>
<tr>
<td>reading</td>
<td>66.5</td>
<td>7.9</td>
<td>25.6</td>
<td></td>
</tr>
<tr>
<td>writing</td>
<td>54.9</td>
<td>11.6</td>
<td>33.6</td>
<td></td>
</tr>
<tr>
<td>Other FL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>listening</td>
<td>4.2</td>
<td>5.5</td>
<td>3.0</td>
<td>87.2</td>
</tr>
<tr>
<td>speaking</td>
<td>1.8</td>
<td>3.0</td>
<td>7.9</td>
<td>87.2</td>
</tr>
<tr>
<td>reading</td>
<td>4.9</td>
<td>0.6</td>
<td>7.3</td>
<td>87.2</td>
</tr>
<tr>
<td>writing</td>
<td>0.6</td>
<td>3.0</td>
<td>9.2</td>
<td>87.2</td>
</tr>
</tbody>
</table>

In general, respondents tended to rate their proficiency in the foreign language skills as high. An average of 93% rated their listening and reading in English as high and none rated low, while an average of 65% rated their speaking and writing high in English. Similarly, higher percentages were obtained on the receptive skills, i.e. listening and reading in French (average of 66%) and in any other foreign language (4%) than the productive skills, i.e. speaking and writing (French: average of 54%; any foreign language: 1%). An interpretation of this could be that individuals do find it easier to listen and read than speak and/or write, thus perceive their receptive skills as better than their productive ones.

iii. Students’ Perceptions of their Performance in English Language skills

As for students’ perception of their performance in English language skills: listening, speaking, reading and writing, the items relating to each skill are first presented, followed by a table of percentages of high, mid and low levels of performance. The high
level represents 'perfectly' and 'well', the mid 'fairly', and the low 'not very well' and 'not at all'. This is followed by a discussion.

ITEMS

Listening
item 1: I can watch and understand movies in English without subtitles.
item 2: I can listen to and understand news broadcasts in English on the radio.
item 3: I can listen to and understand lectures in English at the University.
item 4: I can listen to and understand two native speakers of English talking with each other.

Speaking
item 1: I can introduce myself in English in social situations where I have to use the English language.
item 2: I can talk about my favourite hobby or other daily activities in English.
item 3: I can talk about a Lebanese national problem in English giving examples and illustrations.
item 4: I can talk about my future plans in English.

Reading:
item 1: I can read and understand a novel in English without frequent use of the dictionary.
item 2: I can read and understand newspapers and magazine articles in English.
item 3: I can read and understand directions written in English: instructions for a test or an experiment, steps in cooking, maps... .
item 4: I can read and understand textbooks written in English in my particular field without frequent use of a dictionary.

Writing
item 1: I can write a report in English describing a specific task I performed.
item 2: I can write a short comment on a person, a movie, a book, or an article in English.
item 3: I can write biographical information about myself, my education and experience, in English.
item 4: I can write letters and personal notes in English.
TABLE 6.3 Students’ Perceptions of their Performance in English Language skills

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>item 1</td>
<td>76.2</td>
<td>17.1</td>
<td>6.7</td>
</tr>
<tr>
<td>item 2</td>
<td>75.6</td>
<td>18.9</td>
<td>5.5</td>
</tr>
<tr>
<td>item 3</td>
<td>95.7</td>
<td>4.3</td>
<td>-</td>
</tr>
<tr>
<td>item 4</td>
<td>75.0</td>
<td>20.1</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Speaking</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>item 1</td>
<td>80.5</td>
<td>14.6</td>
<td>4.9</td>
</tr>
<tr>
<td>item 2</td>
<td>79.3</td>
<td>18.9</td>
<td>1.8</td>
</tr>
<tr>
<td>item 3</td>
<td>48.8</td>
<td>40.2</td>
<td>11.0</td>
</tr>
<tr>
<td>item 4</td>
<td>78.1</td>
<td>22.0</td>
<td>-</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>item 1</td>
<td>73.7</td>
<td>19.5</td>
<td>6.7</td>
</tr>
<tr>
<td>item 2</td>
<td>84.8</td>
<td>14.0</td>
<td>1.2</td>
</tr>
<tr>
<td>item 3</td>
<td>93.9</td>
<td>6.1</td>
<td>-</td>
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<tr>
<td>item 4</td>
<td>87.8</td>
<td>11.0</td>
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<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>item 1</td>
<td>64.7</td>
<td>30.5</td>
<td>4.9</td>
</tr>
<tr>
<td>item 2</td>
<td>70.8</td>
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<tr>
<td>item 3</td>
<td>73.2</td>
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</tr>
<tr>
<td>item 4</td>
<td>84.2</td>
<td>12.2</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Most subjects tended to rate their ability to perform the language skills in English relatively highly though at varying levels of frequency. Concerning their perception of their competence in listening, about 3/4 of the subjects rated themselves favourably on three items, 96% rated their ability high on one item (no.3). Looking closely at the item, one can understand this outstanding figure. It is related to the subjects' academic performance at the university: understanding lectures, while the other three items deal with watching movies, listening to news broadcasts and understanding native speakers. None rated the listening ability on that item (no.3) as low maybe because by doing so, they would endanger their self confidence in their academic work.

Again, one item of the speaking skill ability was singled out. It measures subjects’ perceptions of their performance in talking about a national problem, while the other three involve talking about the subjects’ life, hobbies and future plans. The reason for this
could be that students practice talking about themselves: their background, education, hobbies, etc... in the introductory sessions of the English language courses as well as throughout the course, but do not discuss national issues because of the sensitivity involved.

The highest percentage of high ratings among the reading items was for reading and understanding directions written in English. It could be that this is more relevant to the students’ everyday life, so they practice it more frequently. Item number four which is related to understanding books received a slightly higher percentage than the remaining two. Eighty seven per cent of the subjects reported they could read and understand books in their field without referring to the dictionary, while an average of 79% said they could read and understand novels, newspapers and magazine articles written in English.

The writing skill item which received the highest percentage of high ratings was the one involving writing letters and personal notes in English which indicates a practical usage of the English language. The others deal with reporting about specific tasks; commenting on a person, a book or an article; and writing biographical information about one's self, education and experience.

In general, subjects seemed to rate their performance in the four language skills as high, most probably because the academic level they have reached requires an overall competence to allow them to enter the university. It is worth noting that subjects perceived a higher level of competence in the items related to the receptive skills: reading and listening (an average of 85% and 81% (respectively) than the productive skills: writing and speaking (an average of 73% and 72% respectively). This same feature was relevant to the respondents' ratings of their own proficiency in foreign languages. Another point worth
mentioning is that ratings of items related to academic achievement and everyday life practice were higher than any other items.

iv. Frequency of Using the Skills

Likewise, percentages of high, mid and low frequency of using the four language skills in English are presented in a table and followed by a discussion. Subjects' ratings of the frequency of using the English language skills— as they appear in table 6.4, varied from one skill to another, and from one item to another within one skill. In the table, the high level represents 'always' and 'quite often', the mid scale represents 'sometimes' and the low level represents 'hardly ever' and 'never'.

<table>
<thead>
<tr>
<th>TABLE 6.4 Students' reports of the frequency of their using the four language skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Listening</td>
</tr>
<tr>
<td>item 1</td>
</tr>
<tr>
<td>item 2</td>
</tr>
<tr>
<td>item 3</td>
</tr>
<tr>
<td>item 4</td>
</tr>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>item 1</td>
</tr>
<tr>
<td>item 2</td>
</tr>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>item 1</td>
</tr>
<tr>
<td>item 2</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>item 1</td>
</tr>
<tr>
<td>item 2</td>
</tr>
</tbody>
</table>

* The high scale is a combination of the two scales: 'always' and 'quite often'. It is here referred to as 'frequently'.

An average of 89% of the subjects reported they frequently use the listening skill in English on three items. These mainly involve listening to songs, watching television programs and films. However, only 18% reported they frequently listen to news in English; 52% said they sometimes do. The reason could be that though most local broadcasting stations report news in English
and French, these are relatively less frequent than news in Arabic—twice or three times a day per station only while news in Arabic is every hour on each broadcasting station. This raises the issue of the effort students exert to listen to news in a foreign language, whether English or French.

As to the use of English in speaking, 55% reported they use some English terms at home, whereas 20% speak English with friends. The fact that English has become the international language has resulted in the use of some terms in everyday life, such as "hello", "please", "thanks", "all right" and "see you". However, the students have no need to use English with their friends if they share a common native language.

There was no big difference in the students' ratings of the frequency of their use of English in reading or writing among the items. An average of 32% reported they frequently read novels, magazines and newspapers in English, which could be easily found in all bookshops and libraries; and an average of 51% reported they write letters and personal notes in English. It is worth mentioning here that the latter is more practised in the English language classes at school and university than in the Arabic language classes. This may account for the relatively high percentage of subjects performing such tasks in English.

B. Attitudinal Variables

Each group of the attitudinal variables is presented alone. The items of each group are given first, followed by a table of frequencies of responses for all items on each of the three agreement levels: high, mid and low. The high level represents 'strongly agree' and 'moderately agree', the mid level 'neutral', and the low level 'moderately disagree' and 'strongly disagree'. The items and the corresponding tables are followed by description and explanation of these results.
i. Parental Encouragement

ITEMS
item 1: My parents try to help me with my English.
item 2: My parents feel I should learn English.
item 3: My parents think I should spend more time on my English courses.
item 4: My parents are not interested in anything I do in my English courses.*
item 5: My parents would not care if I got a high grade for my English assignment.*

<table>
<thead>
<tr>
<th>TABLE 6.5 Parental Encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>item 1</td>
</tr>
<tr>
<td>item 2</td>
</tr>
<tr>
<td>item 3</td>
</tr>
<tr>
<td>item 4</td>
</tr>
<tr>
<td>item 5</td>
</tr>
</tbody>
</table>

In general, subjects reported positive attitudes of their parents towards the teaching/learning of English as a foreign language. The majority reported neutral responses as to whether parents think their children should spend more time on the English courses. However, the item concerning help parents offer to the students received more low rating. 'z' score was obtained from the Wilcoxon matched-pair signed ranks test which "computes the differences between the pair of variables, ranks the absolute differences, sums the positive and negative ranks, and computes the test statistic z from the positive and negative rank sums" (SPSS-X User's Guide 3rd edition, p.743). The reason could be that either parents themselves are not proficient enough in English or it is not expected that parents offer help to their children at the university level.

ii. Ethnocentrism

ITEMS
item 1: Every person must think that his family or country is better than any other.
item 2: The problems that Lebanon has been passing through
are the result of external foreign ideas.

item 3: Studying a foreign language and the culture of the people who speak that language endangers one’s own cultural identity.

### TABLE 6.6 Degree of Ethnocentrism

<table>
<thead>
<tr>
<th>Item</th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>54.3</td>
<td>15.9</td>
<td>29.8</td>
</tr>
<tr>
<td>Item 2</td>
<td>54.2</td>
<td>24.4</td>
<td>11.4</td>
</tr>
<tr>
<td>Item 3</td>
<td>17.7</td>
<td>17.7</td>
<td>64.7</td>
</tr>
</tbody>
</table>

Two of the items indicating ethnocentrism yielded high percentages of high ratings. Subjects tended to believe that every person must think that his/her family or country is better than any other, and that problems Lebanon had been passing through are the result of external foreign ideas. However, the item showing relevance to foreign language learning indicated a low degree of ethnocentrism. Only 18% reported that a foreign language and the culture of the people who speak that language endangers one’s own cultural identity. The reason could be that this third item reveals a different truth about the degree of ethnocentrism of any person. The belief that one’s own family or country is best or that some of the country’s problems are caused by external factors does not necessarily co-exist with the belief that one’s cultural identity is endangered by the study of a foreign language and the culture of that language.

### iii. Interest in Foreign Languages

**ITEMS**

item 1: It is not very important for the Lebanese to learn foreign languages.*

item 2: I would prefer to read a book in the original language it is written in rather than in a translation into Arabic.

item 3: I often wish I could read newspapers and magazines in another language.

item 4: I enjoy listening to people speaking languages other than Arabic.

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1. Wilcoxon 3 & 1: z = -6.81 ; p < .001 | 3 & 2: z = -7.56 ; p < .001
TABLE 6.7 Interest in Foreign Languages

<table>
<thead>
<tr>
<th>Item</th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>90.2</td>
<td>1.8</td>
<td>7.9</td>
</tr>
<tr>
<td>Item 2</td>
<td>76.9</td>
<td>17.7</td>
<td>5.4</td>
</tr>
<tr>
<td>Item 3</td>
<td>65.2</td>
<td>25.6</td>
<td>9.2</td>
</tr>
<tr>
<td>Item 4</td>
<td>62.8</td>
<td>26.8</td>
<td>10.4</td>
</tr>
</tbody>
</table>

Subjects showed general positive interest in foreign languages. One of the four items indicating the level of interest in foreign languages which is a general statement concerning "the importance of learning foreign languages for the Lebanese" received 90% high ratings. The other three items on the other hand, concerning the subjects' own use of foreign languages received lower percentages of ratings. It is worth mentioning that more subjects seemed interested in reading a book in the original language than reading newspapers and magazines (z=-3.54, p=.0004) or listening to foreign people (z=-3.18, p=.0015). The reason could be that they perceived 'the book' as a textbook related to their field of study, thus they feel a more urgent need to read it in the original language it was written in. Another reason could be the lack of local newspapers and magazines written in English; thus, students may not find equal interest as in reading about issues that concern them more directly found in newspapers and magazines.

iv. Motivation
a. Instrumental

ITEMS

item 1: Studying English can be important for me because it will one day allow me to meet and converse with a variety of people.

item 2: Studying English can be important for me because it will offer me a chance to leave my country.

item 3: Studying English can be important for me because I will be more respected as a person who knows a foreign language.

item 4: Studying English can be important for me because it will make me a more knowledgeable person.
TABLE 6.8.a  Degree of Instrumentality

<table>
<thead>
<tr>
<th>Item</th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>94.5</td>
<td>4.3</td>
<td>1.2</td>
</tr>
<tr>
<td>Item 2</td>
<td>38.4</td>
<td>29.9</td>
<td>31.7</td>
</tr>
<tr>
<td>Item 3</td>
<td>47.6</td>
<td>27.4</td>
<td>25.0</td>
</tr>
<tr>
<td>Item 4</td>
<td>93.2</td>
<td>4.3</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Two items (nos. 1 and 4) indicated a very high level of instrumentality among the subjects. Item number one could be considered a social one where other people are also involved, 'subjects could meet and converse with a variety of people'. The second could be labelled as personal, where subjects could be more knowledgeable. However, only 48% reported that studying English can be important because knowing a foreign language would make them more respected (item 3). Though this item can be considered both social and personal, it does not seem that knowing a foreign culture is associated with 'social respect'. One item (number two) which showed less instrumental motivation could be said to relate to ethnocentrism; "Studying English can be important because it will offer me a chance to leave the country" received 38% high ratings, 32% low ratings and 30% 'neutral'. This may be related to the high degree of ethnocentrism found in two items of the ethnocentrism variable.

b. Integrative

ITEMS
item 1: Studying English can be important for me because it will enable me to understand and appreciate American and/or British literature.
item 2: Studying English can be important for me because after I finish my studies here, I might emigrate, most probably to an English speaking country and become a citizen of that country.
item 3: Studying English can be important for me because it will one day help me make friends with English speaking persons.
item 4: Studying English can be important for me because it will one day give me the chance to know English speaking people.

\(^3\) Wilcoxon 2 & 1 : z=-9.45 ; p<.001 | 3 & 1 : z=-8.93 ; p<.001
Wilcoxon 2 & 4 : z=-8.73 ; p<.001 | 3 & 4 : z=-8.09 ; p<.001
TABLE 6.8.b Degree of Integrativeness

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>63.4</td>
<td>28.0</td>
<td>8.5</td>
</tr>
<tr>
<td>Item 2</td>
<td>51.9</td>
<td>24.4</td>
<td>23.8</td>
</tr>
<tr>
<td>Item 3</td>
<td>62.8</td>
<td>30.5</td>
<td>6.7</td>
</tr>
<tr>
<td>Item 4</td>
<td>61.6</td>
<td>32.9</td>
<td>5.5</td>
</tr>
</tbody>
</table>

Three of the four items intended to measure the level of students' integrativeness yielded close percentages on the three degrees of ratings: high (average of 62%), mid (average of 30%) and low (6%). However, item number two had a lower percentage of the high rating (52%) and a higher one on the low rating (28%). A careful examination of the items shows that item number two is the most clearly connected with the respondents' degree of ethnocentrism. It deals with emigrating and becoming a citizen of a foreign country, while the other three involve 'appreciating American/British culture', 'befriending' or 'knowing English speaking people'.

v. Attitude towards English Culture
This variable includes "Attitude towards English Speaking People".

ITEMS
item 1: I have always admired English speaking people.
item 2: The American and British have produced outstanding artists and writers.
item 3: Through my readings about English culture, I have discovered that some aspects of that culture are not as good as I had thought.*

TABLE 6.9 Attitude towards English Culture

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
<td>53.1</td>
<td>34.1</td>
<td>12.8</td>
</tr>
<tr>
<td>Item 2</td>
<td>59.8</td>
<td>34.8</td>
<td>5.5</td>
</tr>
<tr>
<td>Item 3</td>
<td>17.1</td>
<td>54.9</td>
<td>28.0</td>
</tr>
</tbody>
</table>

4 Wilcoxon 2 & 1 : z = -2.31 ; p = .02
Wilcoxon 2 & 3 : z = -2.97 ; p = .003
Wilcoxon 2 & 4 : z = -3.51 ; p = .0005
An average of 56% of the subjects showed positive attitudes towards English speaking people, and English culture on two items. However, the percentage of high ratings dropped to 17 concerning their directly stated attitudes towards English culture with 55% neutral responses, "...I have discovered that some aspects of that culture are not as good as I had thought". That more students showed positive attitudes towards English speaking people and 'artists and writers', but more or less neutral attitudes towards the culture, tending toward low level—may be because 'culture' is more inclusive than individuals. That is, students may have a relatively negative attitude towards a culture which they believe has some effect, in one way or another, on their own culture or identity, whereas individuals of that foreign culture are not perceived as having direct influence. This may also be related to the students' degree of ethnocentrism, where the higher the level of ethnocentrism is, the more negative their attitude towards the foreign culture is expected to be.

vi. Attitude towards Learning English

ITEMS
item 1: I plan to learn as much English as possible.
item 2: If I had the opportunity to see a play in English, I would definitely go.
item 3: English is an important part of the Lebanese educational system.
item 4: I would rather spend my time on courses other than English.*
item 5: Learning English is a waste of time.*
item 6: I am studying English only because it is a requirement.*
item 7: If there were an English Club in the University dealing with English poetry, drama, books, cooking, movies..., I would attend meetings.
item 8: If I had the opportunity to speak English outside the classroom, I would do it.

^Wilcoxon 3 & 1 : z= -5.61 ; p< .001
Wilcoxon 3 & 2 : z= -7.22 ; p< .001
Subjects' attitudes towards learning English tended to be high on all items except one. The highest percentage of high ratings was for the following item: "Learning English is a waste of time". Of the 164 subjects, 98% disagreed on this statement and none was neutral. This means that most students have a great value for learning English. An average of 84% reported they plan to learn English as much as possible and that they would speak it outside the classroom given the opportunity. However, only 76% agree that English is important in the Lebanese curriculum. The item "I am studying English only because it is a requirement" received 70% high ratings and 22% low ratings. While 71% of the subjects would go to a play in English, 58% would join an English club at the university. The fact that the second item is related to the students' lives at the university could explain the discrepancy in percentages, though relatively not too big. The interesting point here is that though the majority has positive attitudes towards 'the learning of English' (item numbers 5, 1, 8, 3, 2, 6 and 7 in order of high percentages), 46% show negative attitudes and 31% are neutral on one item: "I would rather spend my time on courses other than English". The reason that only 23% showed positive attitude on this item can be that it is concerned with the language course-content, readings, assignments... rather than the value of English or the

---

6. Wilcoxon 4 & 1: \( z=-9.69 \); \( p<.001 \)  
Wilcoxon 4 & 2: \( z=-8.63 \); \( p<.001 \)  
Wilcoxon 4 & 3: \( z=-8.17 \); \( p<.001 \)  
Wilcoxon 4 & 5: \( z=-10.09; \); \( p<.001 \)
general use of it. This issue will be studied in the following two chapters.

vii. English Class Anxiety

 ITEMS  
item 1: I get nervous and confused when I speak in the English class.  
item 2: I always feel that other students in class speak English better than I do.  
item 3: I am always afraid other students in class will laugh at me when I speak English.  
item 4: I never feel sure of myself when I speak in my English class.  

<table>
<thead>
<tr>
<th>TABLE 6.11 Degree of English Class Anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Item 1</td>
</tr>
<tr>
<td>Item 2</td>
</tr>
<tr>
<td>Item 3</td>
</tr>
<tr>
<td>Item 4</td>
</tr>
</tbody>
</table>

In general, there does not seem to be a high degree of anxiety about the English language classes among the respondents. On two of the items (item 1 and 2), an average of 32% of the subjects reported high ratings and an average of 51% reported low ratings. On the other two items (item 3 and 4), an average of 15% rated their anxiety as high and an average of 74% rated it as low.

viii. Present Situation

 ITEMS  
item 1: I find it difficult to study when I see other people around me suffering.  
item 2: Not having a quiet corner in my house would not stop me from studying.*  
item 3: If I knew there might be a strike the following day, I might postpone doing my assignments.  
item 4: In these difficult times, I hate the idea of studying at home in the evening. I feel there are more important things I could do.

---

7 Wilcoxon 3 & 1: z=-5.92 ; p<.001  |  4 & 1: z=-4.36 ; p<.001  
Wilcoxon 3 & 2: z=-6.82 ; p<.001  |  4 & 2: z=-5.75 ; p<.001
TABLE 6.12  Effect of Present Situation

<table>
<thead>
<tr>
<th>Item</th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>56.1</td>
<td>25.6</td>
<td>18.3</td>
</tr>
<tr>
<td>2</td>
<td>31.8</td>
<td>11.0</td>
<td>57.3</td>
</tr>
<tr>
<td>3</td>
<td>50.0</td>
<td>15.9</td>
<td>34.1</td>
</tr>
<tr>
<td>4</td>
<td>27.5</td>
<td>19.5</td>
<td>53.1</td>
</tr>
</tbody>
</table>

The political daily situation did not seem to have much influence on the subjects' study habits. The two items that received lower percentages of high ratings involve the home atmosphere. Though 56% find it difficult to study seeing other people suffering and 50% might postpone doing their assignments knowing there might be a strike the following day, an average of 29% would not be affected by not having a quiet corner for themselves to study nor by knowing there might be some important chores to be done. The reason can be that despite the difficult situation around them, students still feel secure enough in their homes to carry on with any of their studies. This is related to the strong family ties the Lebanese society has maintained which generates an environment of pleasantness, comfort and ease.

ix. Motivational Intensity

item 1: Of the total 164 subjects, 43% reported they spend about one hour per day studying for the English course, a total of 21% spend less than one hour and a total of 37% study more than one hour (see Figure 6.1).

item 2: "If English were not taught in schools", 64% reported they would try to obtain it somewhere, 31% would pick it up in everyday situation and 5% only would not care to learn it at all.

item 3: 37% of the subjects reported they would definitely volunteer if the English teacher asks for an extra assignment, 56% would volunteer if they are directly asked, and 7% would not volunteer.

---

\(^8\) Wilcoxon 2 & 1: \(z=-1.76\); \(p=.08\)  
Wilcoxon 2 & 3: \(z=-3.86\); \(p=.0001\)  
4 & 1: \(z=-1.57\); \(p=.12\)  
4 & 3: \(z=-4.45\); \(p<.001\)
Figure 6.1 Distribution of Study Hours for English Language Course per Day

Time Category

Sample Size = 164
item 4: "After getting the English assignments back", 42% rewrite them to correct the mistakes, 51% look them over, and 8% just file them.

item 5: While 53% reported they really try to learn English, 41% do just enough work to get along, and 6% believe they would pass on the basis of luck.

item 6: 84% of the subjects would immediately ask the teacher if they have a problem understanding something in the English language class, 11% would ask help only before exams, and 6% would never say anything.

item 7: In the English class, 71% reported they volunteer answers as much as possible, 15% answer the easier questions, and 14% do not say anything.

item 8: "Compared to other courses, when students have an English assignment", 39% do it whole heartedly, 40% do it because they have to, and 21% do it very quickly.

item 9: The majority of subjects (60%) reported they miss a class only because of some important event which may come up and 11% usually because they do not feel like attending. Twenty eight per cent reported they never miss a class.

item 10: Most subjects (62%) aim for a 'B' in the English language course and 28% aim for an 'A', 10% would be satisfied with a 'C' and less than one per cent with a 'D'.

Converting these results into one table of 'high', 'mid' and 'low' intensity categories gives a better view of the subjects' degree of motivational intensity:

TABLE 6.13 Degree of Motivational Intensity

<table>
<thead>
<tr>
<th>Item</th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>36.6</td>
<td>42.7</td>
<td>20.7</td>
</tr>
<tr>
<td>2</td>
<td>64.0</td>
<td>31.1</td>
<td>4.9</td>
</tr>
<tr>
<td>3</td>
<td>37.2</td>
<td>56.1</td>
<td>6.7</td>
</tr>
<tr>
<td>4</td>
<td>41.5</td>
<td>50.6</td>
<td>7.9</td>
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<td>5</td>
<td>53.0</td>
<td>40.9</td>
<td>6.1</td>
</tr>
<tr>
<td>6</td>
<td>83.5</td>
<td>11.0</td>
<td>5.5</td>
</tr>
<tr>
<td>7</td>
<td>70.7</td>
<td>15.2</td>
<td>14.0</td>
</tr>
<tr>
<td>8</td>
<td>39.0</td>
<td>39.6</td>
<td>12.3</td>
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<tr>
<td>9</td>
<td>28.7</td>
<td>60.4</td>
<td>11.0</td>
</tr>
<tr>
<td>10</td>
<td>89.6</td>
<td>9.8</td>
<td>0.6</td>
</tr>
</tbody>
</table>
A general look at the table shows a relatively high motivational intensity among the subjects. Except for four items, percentages tended to be higher on the high level of intensity, though at varying values. Three items (nos. 3, 4 and 9) received more neutral responses than either of the high or low; two involve volunteering for an extra assignment and reacting on receiving back English assignments, and the third deals with missing a class. Item number eight received equal number of responses on high and mid levels.

When subjects were asked to rate concepts on items of semantic differential type, it was seen best to represent the ratings by means and standard deviation rather than mode or median. The reason was that the average of distribution gives a better view of ratings on such items than the most frequently used value or the middle value.

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9 Wilcoxon 3 & 1: \( z = -9.62 \); \( p < .001 \) | 4 & 1: \( z = -8.23 \); \( p < .001 \)
Wilcoxon 3 & 2: \( z = -7.50 \); \( p < .001 \) | 4 & 2: \( z = -3.52 \); \( p = .0004 \)
Wilcoxon 3 & 4: \( z = -5.33 \); \( p < .001 \) | 4 & 4: \( z = -2.44 \); \( p < .001 \)
Wilcoxon 3 & 5: \( z = -3.10 \); \( p = .001 \) | 4 & 5: \( z = -2.44 \); \( p < .001 \)
Wilcoxon 3 & 6: \( z = -7.99 \); \( p < .001 \) | 4 & 6: \( z = -5.80 \); \( p < .001 \)
Wilcoxon 3 & 7: \( z = -6.80 \); \( p < .001 \) | 4 & 7: \( z = -2.91 \); \( p = .003 \)
Wilcoxon 3 & 8: \( z = -3.75 \); \( p = .0002 \) | 4 & 8: \( z = -2.06 \); \( p = .03 \)
Wilcoxon 3 & 9: \( z = -4.31 \); \( p < .001 \) | 4 & 9: \( z = -2.91 \); \( p = .03 \)
Wilcoxon 3 & 10: \( z = -9.75 \); \( p < .001 \) | 4 & 10: \( z = -8.54 \); \( p < .001 \)

10 Wilcoxon 5 & 1: \( z = -8.42 \); \( p < .001 \) | 5 & 7: \( z = -4.84 \); \( p < .001 \)
Wilcoxon 5 & 2: \( z = -5.28 \); \( p < .001 \) | 5 & 8: \( z = -1.67 \); \( p = .50 \)
Wilcoxon 5 & 3: \( z = -3.10 \); \( p = .001 \) | 5 & 9: \( z = -1.70 \); \( p = .49 \)
Wilcoxon 5 & 4: \( z = -2.44 \); \( p = .01 \) | 5 & 10: \( z = -8.54 \); \( p < .001 \)
Wilcoxon 5 & 6: \( z = -6.65 \); \( p < .001 \)

The mean is "that value of the variable which is numerically most representative of the whole series" (Yeomans 1968, p.83).

11 The median is "that value which has equal numbers of observations above it and below it" (Butler 1985, p.30).
C. Attitudes Towards Arabic versus English

i. Comparison Between The Two Languages

TABLE 6.14 Means and Standard Deviation of Adjectives Describing Arabic and English

<table>
<thead>
<tr>
<th>Arabic</th>
<th>English</th>
<th>Wilcoxon Matched-Pairs Signed Ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>sd</td>
</tr>
<tr>
<td>perfect</td>
<td>4.1</td>
<td>0.9</td>
</tr>
<tr>
<td>logical</td>
<td>4.2</td>
<td>0.9</td>
</tr>
<tr>
<td>impure*</td>
<td>3.8</td>
<td>1.1</td>
</tr>
<tr>
<td>systematic</td>
<td>3.8</td>
<td>1.0</td>
</tr>
<tr>
<td>useless*</td>
<td>4.3</td>
<td>1.1</td>
</tr>
<tr>
<td>practical</td>
<td>3.8</td>
<td>1.1</td>
</tr>
<tr>
<td>complicated*</td>
<td>2.3</td>
<td>1.2</td>
</tr>
<tr>
<td>religious</td>
<td>3.4</td>
<td>1.1</td>
</tr>
<tr>
<td>static*</td>
<td>3.2</td>
<td>1.1</td>
</tr>
<tr>
<td>valuable</td>
<td>4.4</td>
<td>0.8</td>
</tr>
<tr>
<td>flexible</td>
<td>3.3</td>
<td>1.3</td>
</tr>
<tr>
<td>expressive</td>
<td>4.5</td>
<td>0.9</td>
</tr>
</tbody>
</table>

* The ratings for these adjectives were recoded as 5=1, 4=2, 3=3, 2=4 and 1=5.

The mean score was higher for the English language on eight items: perfect, logical, useful, practical, simple, dynamic, valuable, and flexible; while it was higher for Arabic on only three items: pure, religious, and expressive. The higher ratings for Arabic on the two items 'pure' and 'religious' could be explained by the belief that Arabic is a holy language used by God to deliver His message. As to the relatively higher ratings on 'expressive', these could be explained by the conviction Arabs have about the rich vocabulary and systematic structures of Arabic discussed in detail in chapter two (part I.A). However, the Wilcoxon test showed a relatively significant difference in rating on the following items for Arabic and English (p<.005): 'practical/impractical', 'complicated/simple', 'religious/irreligious', 'static/dynamic' and 'flexible/rigid'. A lower level of significance was found for items: 'pure/impure' (p=.004), 'expressive/inexpressive' (p=.02) and 'useless/useful' (p=.05).
It is interesting and useful to suggest some common features to group these items. One way is the following, though one item may fit in another category:

**Status**: perfect, pure, religious, dynamic

**Structure**: logical, systematic, simple, flexible

**Utility**: useful, practical, valuable, expressive.

The fact that 'useful', 'practical' and 'valuable' received higher ratings in English could be accounted for the international use English has achieved in this century. 'Dynamic' and 'flexible' are more frequently used to describe English than Arabic probably because English more than Arabic accepts new words, coins some others as well as borrows some vocabulary or expressions from other languages. As to the higher ratings on the item 'complicated' for the Arabic language, it could be explained by the relatively more difficult grammatical structure of Arabic where "various forms could be derived from the verb to represent semantic ramifications of the formal differences" (Chapter Two).

**ii. Miscellaneous**

a. **Knowledge of Arabic**: The majority of students believe that their knowledge of Arabic does not help them in learning English (68%). This is understandable since the structure of Arabic is perceived, by its speakers, to be quite distinct from the structure of any other language (chapter three, III.A).

b. **Use of Dictionaries**: As to the use of dictionaries, 68% of the subjects reported they prefer to use an English-English one, probably because they might need to explain what they want to convey in a different, more elaborate way.

c. **Use of English in**:

i. **Arithmetic**: If the students are performing a single arithmetic calculation in their heads, 78% reported they work it out in English. Of the rest, (22%), about 23% reported they might work out such calculations in English in the future.

ii. **'Thinking'**: 39% of the subjects reported they think in Arabic before they say or write anything in
English. And out of these, 40% believe they might 'think' about it in English in the future. The fact that a remarkable number of students admitted they "might use English in the future" indicates their openness and willingness to a more frequent use of the language.

d. The majority of students (79%) reported they would like to have only English spoken during the English class and 19% would prefer a combination of both. This feeling may be a projection of the students' decision to be more exposed to the use of the language whether by listening or responding verbally or otherwise.

D. English Language course and English Language Teacher

i. Satisfaction with general teaching/learning situation

TABLE 6.15  Level of Satisfaction

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Mid</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>class practice</td>
<td>66.5</td>
<td>17.1</td>
<td>16.5</td>
</tr>
<tr>
<td>textbooks</td>
<td>61.6</td>
<td>23.8</td>
<td>14.7</td>
</tr>
<tr>
<td>activities</td>
<td>49.3</td>
<td>23.8</td>
<td>26.8</td>
</tr>
<tr>
<td>language laboratory*</td>
<td>20.8</td>
<td>26.2</td>
<td>29.9</td>
</tr>
<tr>
<td>type of readings</td>
<td>58.5</td>
<td>25.6</td>
<td>15.9</td>
</tr>
<tr>
<td>practising opportunity</td>
<td>57.9</td>
<td>15.9</td>
<td>26.2</td>
</tr>
<tr>
<td>feedback</td>
<td>64.0</td>
<td>22.0</td>
<td>14.0</td>
</tr>
<tr>
<td>evaluation</td>
<td>57.4</td>
<td>23.8</td>
<td>18.9</td>
</tr>
<tr>
<td>time for study</td>
<td>58.6</td>
<td>24.4</td>
<td>17.1</td>
</tr>
<tr>
<td>T's personality</td>
<td>78.7</td>
<td>15.2</td>
<td>6.1</td>
</tr>
<tr>
<td>T's speaking ability</td>
<td>92.7</td>
<td>4.3</td>
<td>3.0</td>
</tr>
<tr>
<td>T's help ability</td>
<td>80.5</td>
<td>12.8</td>
<td>6.7</td>
</tr>
<tr>
<td>T's availability</td>
<td>76.2</td>
<td>15.9</td>
<td>7.9</td>
</tr>
</tbody>
</table>

* 23.2% reported they do not have a language laboratory within their course requirement
* T= Teacher

Students seemed to be generally satisfied with the teaching/learning situation. It is interesting to note the higher level of satisfaction concerning the items directly stating the teacher's involvement. This reflects a certain kind of relationship between the two to be discussed later in the teachers' questionnaire.
ii. Attitudes towards the English language Course

a. TABLE 6.16 Means and Standard Deviation of items describing the English Language Course

<table>
<thead>
<tr>
<th>Adjective</th>
<th>M</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoyable</td>
<td>3.8</td>
<td>1.0</td>
</tr>
<tr>
<td>clear</td>
<td>4.2</td>
<td>0.9</td>
</tr>
<tr>
<td>monotonous*</td>
<td>3.2</td>
<td>1.1</td>
</tr>
<tr>
<td>effortless</td>
<td>3.0</td>
<td>0.9</td>
</tr>
<tr>
<td>interesting</td>
<td>3.6</td>
<td>1.1</td>
</tr>
<tr>
<td>necessary</td>
<td>4.4</td>
<td>0.8</td>
</tr>
<tr>
<td>dull*</td>
<td>3.4</td>
<td>1.0</td>
</tr>
<tr>
<td>educational</td>
<td>4.4</td>
<td>0.8</td>
</tr>
<tr>
<td>unrewarding*</td>
<td>3.5</td>
<td>1.0</td>
</tr>
<tr>
<td>meaningful</td>
<td>4.2</td>
<td>1.0</td>
</tr>
<tr>
<td>colourful</td>
<td>3.6</td>
<td>1.0</td>
</tr>
<tr>
<td>satisfying</td>
<td>3.8</td>
<td>1.0</td>
</tr>
</tbody>
</table>

* The ratings for these adjectives were recoded as 5=1, 4=2, 2=4 and 1=5.

Examining the mean value of the twelve adjectives describing the English language course, one notes that subjects are aware of the significance of such courses but do not perceive them as equally interesting to other courses. The four adjectives that received the highest mean scores were 'necessary', 'educational', 'clear', and 'meaningful' (M=4.4, 4.2). This group of adjectives may be seen to describe the value of the course. On the other hand, the rest of the adjectives have more to do with what the course is in real practice. Adjectives such as 'interesting', 'colourful', 'exciting' and 'lively' received lower mean values. This may explain the negative attitude towards learning English on only one item- that which indicates students' preference to spend time on courses other than English (part B.vi of this chapter).

b. Comparison

Though 48% of the subjects reported they find the English course easier than the Arabic one, half reported they find studying for the English course no more interesting than for the Arabic course. An average of 32% find the English course about the same level of interest and ease.

iii. Attitudes towards English Language Teacher
TABLE 6.17 View of English Teacher

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>cool tempered</td>
<td>3.4</td>
<td>1.3</td>
</tr>
<tr>
<td>efficient</td>
<td>4.2</td>
<td>0.9</td>
</tr>
<tr>
<td>consistent</td>
<td>4.0</td>
<td>0.9</td>
</tr>
<tr>
<td>dull*</td>
<td>3.8</td>
<td>1.0</td>
</tr>
<tr>
<td>insensitive*</td>
<td>3.9</td>
<td>1.1</td>
</tr>
<tr>
<td>unapproachable*</td>
<td>4.1</td>
<td>1.0</td>
</tr>
<tr>
<td>pleasant</td>
<td>4.2</td>
<td>1.0</td>
</tr>
<tr>
<td>sympathetic</td>
<td>4.0</td>
<td>0.9</td>
</tr>
<tr>
<td>imaginative</td>
<td>3.7</td>
<td>1.0</td>
</tr>
<tr>
<td>rigid*</td>
<td>3.4</td>
<td>1.2</td>
</tr>
<tr>
<td>friendly</td>
<td>4.3</td>
<td>0.8</td>
</tr>
<tr>
<td>organized</td>
<td>4.4</td>
<td>0.9</td>
</tr>
<tr>
<td>serious*</td>
<td>2.8</td>
<td>1.4</td>
</tr>
<tr>
<td>competent</td>
<td>3.9</td>
<td>1.0</td>
</tr>
<tr>
<td>weak*</td>
<td>4.3</td>
<td>0.8</td>
</tr>
<tr>
<td>colourful</td>
<td>3.8</td>
<td>0.9</td>
</tr>
<tr>
<td>impatient*</td>
<td>3.9</td>
<td>1.0</td>
</tr>
<tr>
<td>polite</td>
<td>4.4</td>
<td>1.0</td>
</tr>
<tr>
<td>unintelligent*</td>
<td>4.4</td>
<td>0.9</td>
</tr>
<tr>
<td>boring*</td>
<td>4.0</td>
<td>1.0</td>
</tr>
</tbody>
</table>

* The ratings for these adjectives were recoded as 5=1, 4=2, 2=4 and 1=5.

Teachers were rather seen as having higher positive traits than negative ones. Most of the adjectives which received relatively higher mean values were those concerned with the teacher as a professional, such as 'efficient', 'consistent', 'approachable', 'organized', 'strong', 'intelligent' and 'interesting'. Some other adjectives described the teacher as a person, like 'pleasant', 'sympathetic', 'friendly', and 'polite'. The traits that received relatively lower ratings are related to the teachers' temperament. This favourable view of the teacher, as a teacher and as a person, indicates a general good relationship between the two which should be one of the bases for a successful teaching/learning situation.

iv. Miscellaneous

a. Students' involvement in decision making: 61% of the subjects reported they should be consulted about the content and method of courses in sciences and mathematics, and 75% believed they should be consulted
about the content and method of language courses.

b. About half of the subjects (49%) reported they would have liked to spend more time discussing the culture of English speaking people.

c. 64% of the students thought they could accomplish more had the English language course been planned in a different way.

d. 68% reported they prefer to take the English language course in the 4-5 month semester instead of the intensive 5-6 week semester in summer.

E. Teaching/Learning English in Lebanon

i. More than half of the students believe the teaching of English should start at the kindergarten level. Less (30%) believe that the elementary level is a good starting point, and even fewer (13%) believe the intermediate level could serve the purpose (table 6.18). This may imply that the Lebanese students prefer to start learning English, even as a foreign language, at an early stage of schooling for possible different reasons. One can be that the earlier they start the study of English, the easier the process becomes in later stages. Another reason may be that it would help students in studying for the other subjects taught in English. The fact that around 55% of the subjects reported they believe that the study of English should start at the earliest stage possible is of great significance and should be taken into consideration.

<table>
<thead>
<tr>
<th>Level</th>
<th>F</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>91</td>
<td>55.5</td>
</tr>
<tr>
<td>Elementary</td>
<td>49</td>
<td>29.9</td>
</tr>
<tr>
<td>Intermediate</td>
<td>22</td>
<td>13.4</td>
</tr>
<tr>
<td>Secondary</td>
<td>1</td>
<td>0.6</td>
</tr>
<tr>
<td>University</td>
<td>1</td>
<td>0.6</td>
</tr>
</tbody>
</table>
ii. Aims of Learning English

The aims of learning English as a foreign language as seen by university students came in the following order:
1. It is an international language (40%)
2. It plays a major role in academic purposes (18%)
3. It helps in professional purposes (17%)
4. It makes persons more knowledgeable (13%)
5. It contributes to communication and interaction with other cultures (10%)
6. It aids in knowing about other cultures and people (2%).

The students see that the primary goal behind learning English is that it is the international language of this century with all what follows from this fact. It is also obvious that learning the language for academic and professional purposes is primary since these are needed for their immediate future as university graduates looking for life careers. This may explain why communicating with and knowing about other cultures came as secondary goals. Therefore, knowing what the students believe the study of English as a foreign language in Lebanon is for, should be accounted for in- if not national curriculum planning- syllabi at the universities at least.
F. Subjects' Ratings of Self, Ideal Person, Lebanese People (LP) and English Speaking People (ESP)

TABLE 6.19 Means and Standard Deviation of Ratings on the Four-Concept Variables

<table>
<thead>
<tr>
<th></th>
<th>SELF</th>
<th></th>
<th>IDEAL</th>
<th></th>
<th>LP</th>
<th></th>
<th>ESP</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>modest</td>
<td>4.0</td>
<td>1.0</td>
<td>4.4</td>
<td>1.0</td>
<td>2.8</td>
<td>1.2</td>
<td>3.2</td>
<td>1.1</td>
</tr>
<tr>
<td>helpful</td>
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<td>0.8</td>
<td>4.8</td>
<td>0.5</td>
<td>3.6</td>
<td>1.2</td>
<td>3.3</td>
<td>1.1</td>
</tr>
<tr>
<td>economical</td>
<td>3.4</td>
<td>1.1</td>
<td>3.6</td>
<td>1.0</td>
<td>2.9</td>
<td>1.2</td>
<td>3.7</td>
<td>1.0</td>
</tr>
<tr>
<td>competent</td>
<td>4.0</td>
<td>0.8</td>
<td>4.5</td>
<td>0.8</td>
<td>3.6</td>
<td>1.1</td>
<td>3.7</td>
<td>0.8</td>
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<tr>
<td>unintellectual</td>
<td>4.0</td>
<td>0.9</td>
<td>4.5</td>
<td>0.8</td>
<td>3.5</td>
<td>1.1</td>
<td>3.8</td>
<td>0.9</td>
</tr>
<tr>
<td>efficient</td>
<td>4.1</td>
<td>0.8</td>
<td>4.5</td>
<td>0.8</td>
<td>3.5</td>
<td>1.2</td>
<td>3.7</td>
<td>1.0</td>
</tr>
<tr>
<td>stubborn*</td>
<td>3.1</td>
<td>1.3</td>
<td>3.7</td>
<td>1.2</td>
<td>2.8</td>
<td>1.3</td>
<td>3.1</td>
<td>1.1</td>
</tr>
<tr>
<td>kind</td>
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<td>0.7</td>
<td>4.6</td>
<td>0.6</td>
<td>3.7</td>
<td>1.1</td>
<td>3.3</td>
<td>1.0</td>
</tr>
<tr>
<td>considerate</td>
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<td>0.7</td>
<td>4.6</td>
<td>0.7</td>
<td>3.4</td>
<td>1.1</td>
<td>3.5</td>
<td>0.9</td>
</tr>
<tr>
<td>broadminded</td>
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<td>4.4</td>
<td>1.0</td>
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<td>1.3</td>
<td>3.7</td>
<td>1.1</td>
</tr>
<tr>
<td>insincere*</td>
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<td>0.9</td>
<td>4.6</td>
<td>0.9</td>
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<td>1.2</td>
<td>3.2</td>
<td>1.1</td>
</tr>
<tr>
<td>sensitive</td>
<td>4.4</td>
<td>0.9</td>
<td>4.1</td>
<td>0.9</td>
<td>3.3</td>
<td>1.1</td>
<td>3.2</td>
<td>1.0</td>
</tr>
<tr>
<td>reasonable</td>
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<td>0.6</td>
<td>4.7</td>
<td>0.6</td>
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<td>1.1</td>
<td>3.7</td>
<td>1.0</td>
</tr>
<tr>
<td>friendly</td>
<td>4.5</td>
<td>0.8</td>
<td>4.9</td>
<td>0.4</td>
<td>4.0</td>
<td>0.9</td>
<td>3.4</td>
<td>1.1</td>
</tr>
<tr>
<td>passive*</td>
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<td>1.0</td>
<td>4.2</td>
<td>1.1</td>
<td>3.5</td>
<td>1.2</td>
<td>3.5</td>
<td>1.0</td>
</tr>
<tr>
<td>happy</td>
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<td>1.1</td>
<td>4.5</td>
<td>0.8</td>
<td>3.0</td>
<td>1.3</td>
<td>3.6</td>
<td>0.9</td>
</tr>
<tr>
<td>illogical*</td>
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<td>0.7</td>
<td>4.7</td>
<td>0.7</td>
<td>3.2</td>
<td>1.1</td>
<td>3.8</td>
<td>1.0</td>
</tr>
<tr>
<td>religious</td>
<td>3.6</td>
<td>1.1</td>
<td>3.7</td>
<td>1.1</td>
<td>3.8</td>
<td>1.0</td>
<td>2.8</td>
<td>1.0</td>
</tr>
<tr>
<td>trustworthy</td>
<td>4.6</td>
<td>0.7</td>
<td>4.7</td>
<td>0.7</td>
<td>3.1</td>
<td>1.1</td>
<td>3.3</td>
<td>1.0</td>
</tr>
<tr>
<td>sophisticated*</td>
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<td>1.2</td>
<td>4.0</td>
<td>1.2</td>
<td>2.6</td>
<td>1.2</td>
<td>3.2</td>
<td>1.3</td>
</tr>
<tr>
<td>shy*</td>
<td>3.3</td>
<td>1.4</td>
<td>4.2</td>
<td>1.1</td>
<td>3.8</td>
<td>0.9</td>
<td>3.8</td>
<td>1.0</td>
</tr>
<tr>
<td>clever</td>
<td>4.3</td>
<td>0.6</td>
<td>4.7</td>
<td>0.8</td>
<td>3.8</td>
<td>1.1</td>
<td>3.7</td>
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<td>4.4</td>
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<td>1.2</td>
<td>3.4</td>
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<td>1.0</td>
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<td>1.3</td>
<td>3.6</td>
<td>1.0</td>
</tr>
<tr>
<td>unteachable*</td>
<td>4.2</td>
<td>1.0</td>
<td>4.6</td>
<td>0.8</td>
<td>3.7</td>
<td>1.2</td>
<td>3.9</td>
<td>1.0</td>
</tr>
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<td>1.4</td>
<td>3.2</td>
<td>1.8</td>
<td>3.4</td>
<td>1.3</td>
<td>3.0</td>
<td>1.3</td>
</tr>
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<td>nervous*</td>
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<td>1.3</td>
<td>3.8</td>
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<td>3.9</td>
<td>0.8</td>
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<tr>
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<td>1.2</td>
<td>4.3</td>
<td>0.9</td>
<td>3.0</td>
<td>1.4</td>
<td>3.5</td>
<td>1.0</td>
</tr>
</tbody>
</table>

* The ratings for these adjectives were recoded as 5=1, 4=2, 2=4 and 1=5.

Subjects rated their ideal person higher on all traits except for three. They generally saw themselves as more sensitive, but equally natural and dependable. The tendency to see oneself as having less of a trait than the ideal image may be explained by the natural tendency to aim for the better, enhanced with the general high expectations the society, i.e. parents, relatives, friends and peers, has of the individual. This however, does not deny the fact that
subjects tended to rate themselves rather highly on all the traits except one, which implies a possession positive self-concept. The adjective which received the lowest rating was "calm"; this may be explained by the general state of anxiety most Lebanese people feel because of the pressures of everyday life.

Similarly, mean scores were generally higher for English speaking people than Lebanese people on nineteen traits and lower on nine traits. Subjects viewed the Lebanese as being more helpful, kind, sensitive, friendly, religious, clever, enthusiastic, dependable and successful; and equally active and confident. That the students rated English speaking people higher on many traits (19) could be a projection of their high self-concept which is often reflected in more positive views about other people. "... people who think well of themselves tend to think well of others; conversely, people who have a negative view of themselves tend to have a negative view of others" (cited in Hamachek 1986, p.80). These results may also reflect the students' type of orientation to learn English; perceiving the English speaking people as having more of positive traits than Lebanese people may explain the relatively high level of integrative orientation and favourable attitudes towards English culture found earlier in section B.iv.b and B.v. Some further analysis will be carried on in the next chapter in an attempt to find underlying relationships among items of each variable.

II. Proficiency test

Marks on the proficiency test given in this research are presented separately according to the four parts: continuous writing, individual grammatical items, individual vocabulary items, and reading comprehension. Percentages of the scores obtained on each part are presented in histograms. In a histogram, values taken by the variable (in this (Footnote continued)
A. Continuous Writing: Marks on the writing part of the proficiency test ranged from the minimum of 0 to the maximum of 20. Those who did not receive any points composed a relatively high percentage (17%). The reason was that the students either did not write anything at all or their writing was too poor to receive any mark. Apart from this, the general result was not bad since the mean score was 10 and the median 11. Figure 6.2 displays the frequency and percentage of each of the acquired marks.

B. Individual Grammatical Items: Marks on the grammar part ranged from 0 to 13 (the full mark is 15). However, the percentages seemed to be much higher on some high marks (7, 8, 10, 11), making the mean score as well as the median equal to 8 (Figure 6.3).

C. Individual Vocabulary Items: Marks on the vocabulary part of the proficiency test ranged from 0 to 7 which is the maximum possible mark, with the highest percentages on marks 3 to 6, making the mean score as well as the median equal to 4 (Figure 6.4).

D. Reading-Comprehension: Scores on the three subdivisions of the reading test were added, making the maximum mark 39. The total mean is 24 with median of 25. It was best seen to represent the scores in a histogram of eight groups, each of five points (Figure 6.5).

---

12(continued) case, scores) are arranged on the horizontal axis, and frequency values on the vertical axis, and bars are drawn over each value taken by the variable at a height corresponding to the frequency found for that value (Butler 1985).
Figure 6.2 Marks of Individual Grammatical Items

Sample Size = 164
Figure 6.4 Marks of Individual Vocabulary Items

Sample Size = 164
Examining the four figures representing percentages of marks on each of the four parts of the proficiency test, one could see a more or less normal distribution of the grades. Percentages tended to be higher on relatively high marks in the grammar, vocabulary and reading comprehension parts with modes of 11, 5 and 28 respectively. As to the writing part, the highest percentage was for zero mark (mode=0). This could be explained by the difficulty subjects faced in answering this part; they tended to ask lots of questions about reading the two graphs and often complained about this part reporting they were not used to such type of exercise. Apart from this, marks seemed to cluster around the mid scale of scores.

As to scores on the total proficiency test, the minimum score was 13 and the maximum 73, the mean score 46, and the median 47. Appendix F displays the marks on each part of the proficiency test in detail, as well as the minimum and maximum values, mode, median, and mean.

III. Teachers' Questionnaire

This set of material, namely the teachers' questionnaire will be discussed in four parts:
A. The teachers and teaching,
B. The teachers' view of the teaching/learning situation,
C. Attitudes towards the syllabus, and
D. Factors perceived to influence the learning of English.

Some of the items will be studied closely and some others will be needed for the educational implications in the final chapter.

A. The Teachers and "Teaching"

i. Attitude Towards the Teaching Profession

The majority of respondents (59%) reported they had planned to teach English. Those who responded they were happy with their choice formed 86% and those who would not change their profession if they found a more suitable one
were 68%.

More than half of the respondents (59%) do not find the teaching profession materially rewarding but 82% find it is socially. An average of 82% reported that teaching is enjoyable but tiring, and 64% find it satisfying. All of the respondents agreed that teaching is a 'respectable' profession.

Of the total respondents, 81% felt their interest in the profession has not decreased as years passed. About 73% do not feel satisfied if only a few students show progress. All teachers give extra assignments to help the students overcome their points of weakness.

In general, teachers seem to be quite happy with their jobs though more than half (an average of 59%) had not planned to teach and do not find the profession materially rewarding. This satisfaction seems to give them the incentive to carry on their duties and responsibilities such as maintaining their interest, wanting more students to progress and giving extra assignments.

ii. Relationship with students

The two adjectives used most to describe the kind of relationship between respondents and subjects were 'disciplined' and 'friendly'. The frequency of use of the six adjectives came in the following order: 'friendly' (19), 'disciplined' (18), 'formal' (5), 'informal' (5), 'strict' (3), and 'permissive' (1). From these figures, one could better understand the relationship between the two. Teachers would prefer to be 'friendly' but at the same time 'disciplined'. This may be explained by the still prevailing belief among the Lebanese: parents, teachers and students, that teachers are "the authority" in the classroom and that they have to be serene. While the terms 'formal' and 'informal' received equal number of frequency of usage, words such as 'strict' and 'permissive' tended to be rarely used probably because of the strong connotation each word carries.
Of the total number of respondents, 14% would 'definitely' make an attempt to know a little about the students' background at the beginning of the semester and 41% would, only if they feel they should know more. The rest (46%) do not make any attempt at all. As to whether the teachers are willing to give extra time to help weak students, 86% reported they would if they find the student really needs help, and the rest (14%) would but not more than their assigned office hours. Finally, while only 9% of the teachers remain optimistic and try to help students overcome their points of weakness, 64% find it difficult to maintain such a feeling. The decision of the rest (27%) depends on the general atmosphere of the class. Respondents seem to be quite responsible and willing to approach the students, and at the same time, realistic concerning their everyday, practical, professional chores. For the first two questions, respondents showed mild interest and responsibility towards students, that is, within their professional duties; however, they find it difficult to remain optimistic and try to help students, possibly because of factors relating to the general atmosphere of the university and/or country, and not necessarily for educational reasons.

iii. Teacher's Personality

TABLE 6.20 Teachers' Ratings of Their Personality

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>cool tempered</td>
<td>3.9</td>
<td>0.9</td>
</tr>
<tr>
<td>flexible</td>
<td>4.1</td>
<td>0.9</td>
</tr>
<tr>
<td>weak*</td>
<td>4.2</td>
<td>1.1</td>
</tr>
<tr>
<td>consistent</td>
<td>4.5</td>
<td>0.6</td>
</tr>
<tr>
<td>friendly</td>
<td>4.1</td>
<td>0.9</td>
</tr>
<tr>
<td>unsympathetic*</td>
<td>3.8</td>
<td>1.0</td>
</tr>
<tr>
<td>serious*</td>
<td>2.3</td>
<td>1.1</td>
</tr>
<tr>
<td>unapproachable*</td>
<td>4.0</td>
<td>1.1</td>
</tr>
<tr>
<td>organized</td>
<td>4.4</td>
<td>0.8</td>
</tr>
<tr>
<td>patient</td>
<td>4.4</td>
<td>0.7</td>
</tr>
</tbody>
</table>

Teachers tended to rate themselves on the high scales for all items except one: 'serious'. The reason why respondents regarded themselves more as 'serious' than
'having a good sense of humour' may relate— as has been discussed earlier— to the image the teacher has to reflect in this profession. This may also explain the relatively lower ratings on two more items: 'cool tempered' and 'sympathetic'. The results are similar to the subjects' rating of the teachers who were seen as more 'hot tempered', 'rigid' and 'serious'.

B. Teachers' view of the teaching/learning situation

i. Teachers' level of Satisfaction

<table>
<thead>
<tr>
<th>TABLE 6.21 Teachers' Level of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>High</strong></td>
</tr>
<tr>
<td>class practice</td>
</tr>
<tr>
<td>textbooks</td>
</tr>
<tr>
<td>activities</td>
</tr>
<tr>
<td>language laboratory*</td>
</tr>
<tr>
<td>type of readings</td>
</tr>
<tr>
<td>facilities</td>
</tr>
<tr>
<td>practising opportunity</td>
</tr>
<tr>
<td>feedback</td>
</tr>
<tr>
<td>evaluation</td>
</tr>
<tr>
<td>time for study</td>
</tr>
<tr>
<td>T's availability</td>
</tr>
</tbody>
</table>

* 31.8% reported they do not have experience with language teaching laboratory.
* T= Teacher

In general, teachers seemed satisfied with most of the teaching/learning aspects. However, the language laboratory, facilities offered by the university, and the outside opportunities the students have to practice English received relatively lower ratings of satisfaction. On the other hand, respondents seemed quite happy with the way they evaluate the students' achievement and their availability for consultation. Again, this seems to confirm what the students thought of the teaching/learning situation where they reported general satisfaction in most items, especially those concerning teachers.
ii. Miscellaneous

a. Most teachers (86%) believe that the students' knowledge of Arabic does not help them in learning English. This conforms to what these subjects reported themselves, thus the same explanation could be used (refer to I.C.ii.a).

b. About 82% of the respondents believe that the students prefer to use an English-Arabic dictionary. This seems to contrast what the subjects said of themselves. This discrepancy may be explained in two ways: either that one of the two did not report its true feelings, or that in the case they did, the teachers perceived students' desire in a different way. Students in class may ask or show a desire to know a word or expression they encounter in the English class in Arabic for a quick understanding of it or simply for double checking. This may not necessarily exclude the notion of knowing the item in English- which might be more important and/or beneficial for their academic work.

c. About 59% of the respondents reported they believe students work out arithmetical calculations in their minds in Arabic and 41% believe students may work them out in English in the future. As to whether students are believed to think about something they want to say or write in Arabic, 86% of the respondents answered positively and only 27% believe students might "think' in English in the future. That more respondents believe students think in Arabic before they say or write anything in English than in working out arithmetic calculations in their minds could be explained by the fact that English (or French) is the medium of instruction for sciences and mathematics. Therefore, students learn all technical words and calculations in English (or French) rather than in Arabic, and it is often spoken out verbally in class by teachers, while thinking of matters before speaking out is personal and internal, thus
would in most cases happen in the native language of the individual.

iii. Teachers’ Perception of students’ Performance

Statements of how teachers believe students perform on the four language skills in English come in the same order as in the students’ questionnaire. So, for economy of space, they will not be restated here, but could be referred to in part I.A.iii of this chapter or in the teachers’ questionnaire, Appendix D.

**TABLE 6.22 Teachers’ Perception of Students’ Performance in English Language Skills**

<table>
<thead>
<tr>
<th></th>
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<th>Mid</th>
<th>Low</th>
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<td>Listening</td>
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</tr>
<tr>
<td>item 1</td>
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</tr>
<tr>
<td>item 2</td>
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</tr>
<tr>
<td>item 3</td>
<td>36.4</td>
<td>40.9</td>
<td>22.7</td>
</tr>
<tr>
<td>item 4</td>
<td>22.7</td>
<td>59.1</td>
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</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>item 1</td>
<td>22.7</td>
<td>45.5</td>
<td>27.3</td>
</tr>
<tr>
<td>item 2</td>
<td>40.9</td>
<td>40.9</td>
<td>18.2</td>
</tr>
<tr>
<td>item 3</td>
<td>18.2</td>
<td>63.6</td>
<td>18.2</td>
</tr>
<tr>
<td>item 4</td>
<td>36.4</td>
<td>50.0</td>
<td>13.6</td>
</tr>
<tr>
<td>Reading</td>
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<td></td>
<td></td>
</tr>
<tr>
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<td>18.1</td>
<td>45.5</td>
<td>36.3</td>
</tr>
<tr>
<td>item 2</td>
<td>9.1</td>
<td>68.2</td>
<td>22.7</td>
</tr>
<tr>
<td>item 3</td>
<td>27.3</td>
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</tr>
<tr>
<td>item 4</td>
<td>18.2</td>
<td>63.6</td>
<td>18.2</td>
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<td>Writing</td>
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</tr>
<tr>
<td>item 3</td>
<td>23.8</td>
<td>61.9</td>
<td>14.3</td>
</tr>
<tr>
<td>item 4</td>
<td>18.2</td>
<td>45.5</td>
<td>36.3</td>
</tr>
</tbody>
</table>

Teachers’ ratings of the students’ performance level in English seemed to spread over the three rating points: high, mid and low, with varying distribution on each item of the four language skills. Examining ratings on the listening skill items, one notices the latter’s highest rating on item 2 which is related to understanding news broadcasts in English in contrast to the lowest, item 4 which is concerned with understanding a conversation between two native speakers of English. This may be an indication of the effect of the political situation on the students’ lives where they
are so much emotionally and existentially involved and listen to news in different languages, in contrast to the lack of opportunity to listen to a live conversation between native speakers of English. Comparing these results with those of the subjects, it is noted that the highest rating was on item 3: understanding lectures in English. This reflects the students' concern in proving that they do well academically.

Among the speaking skill items, the highest rating was on item 2: talking about hobbies and daily activities which also received a high rating by the students themselves.

Performance in reading received relatively low ratings, though it comprises a major part in the syllabi, whether through reading short stories and essays, or novels, or even reading to collect notes for research assignments. It is worth noting that this was not the case of the subjects' perception of their own performance in this skill. The fact that teachers regard their students' performance in reading as low as well as the contrast in opinion between the two is worthy of serious consideration and study.

One item in writing received a relatively high rating: item number two which is concerned with writing in English biographical information about one's self, education and experience, and which also received high rating by the subjects themselves.

In general, teachers considered their students' performance in the English language skills lower than how the subjects reported them. This is natural as teachers do have higher expectations of their students. The skill which received the highest average of ratings was the listening one in contrast to the speaking skill, the one which students have the least opportunity to practice.
C. Attitudes Towards the Syllabus

Of the total respondents, 63% reported that the aims of teaching English in Lebanon are not known to themselves and to all teachers of English. However, what they believe the aim of teaching English to university students should be is summarized in the following (the number in brackets after each phrase represents the number of times it was mentioned in the questionnaires), to help students:

a. express their thoughts in any form—written or spoken (4)
b. communicate with people (4)
c. in their academic studies, undergraduate as well as graduate (4)
d. in their profession (4)
e. read, write, listen and speak in the foreign language (with different emphasis on the skills) (5), and
f. know about the foreign people and culture (3).

Of the total number of respondents, 91% reported their departments have set goals for the teaching of English. Of these, 95% thought these goals match theirs, 80% believed they match the students’ needs to learn English as a foreign language. However, only 40% had a say in setting these goals. About 90% reported their actual teaching matches the departmental goals and 75% felt students are aware of these goals.

Of the total respondents, 68% think students do feel the need to learn English. This was quite evident in the subjects’ questionnaire where students reported the value of learning English in different instances. As to what kind of syllabus teachers have, 55% reported they follow a general one where they are given guidelines, but interpretation is left to them; 41% reported they follow a rigid one where they are given a day to day schedule. Only one respondent said he/she follows an open one where decisions about what and how to teach are left entirely to the teacher. All except one would like to have a general syllabus, which is justifiable by the fact that teachers do need to know what is expected of their teaching and at the same time can adapt
that according to what may be more suitable and efficient in certain conditions.

Whether students should be consulted about the content and method of courses in sciences and mathematics, the majority of respondents (82%) expressed disagreement. However, as far as language courses are concerned, 50% of the respondents agreed. This may be natural since the syllabi in the former type of course could be more precise with definite steps and clear guidelines to be followed. Though more than half of the teachers believe students would have liked to spend more time discussing the culture of English speaking people, 50% do not believe that students could have accomplished more if English courses were planned in a different way.

The fact that there was a general tendency to believe that it was better to take the English course in the longer period semester (4-5 months) than the concentrated 5-6 week summer session is understandable since both teachers and students are under pressure to finish a condensed syllabus of the same material and requirements but in a shorter period of time.

The majority of teachers (77%) believe that kindergarten is the best level to start the study of English and 23% thought the elementary level is best. In both cases, it is generally preferred to start the teaching/learning process of English at an early stage of schooling. This agrees with the subjects' view of this issue as more than half thought KG level is best, and 30% thought elementary level is best.
D. Factors Perceived to Influence Learning English

TABLE 6.23 Teachers' Perception of Variables Influencing Learning English (FLs= foreign languages)

<table>
<thead>
<tr>
<th></th>
<th>high</th>
<th>mid</th>
<th>low</th>
</tr>
</thead>
<tbody>
<tr>
<td>age</td>
<td>72.7</td>
<td>4.5</td>
<td>22.7</td>
</tr>
<tr>
<td>sex</td>
<td>18.2</td>
<td>31.8</td>
<td>50.0</td>
</tr>
<tr>
<td>parents' education &amp;</td>
<td>95.5</td>
<td>4.5</td>
<td></td>
</tr>
<tr>
<td>occupation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>no. years studying English</td>
<td>72.8</td>
<td>13.6</td>
<td>13.6</td>
</tr>
<tr>
<td>knowledge of FLs</td>
<td>90.9</td>
<td>9.1</td>
<td></td>
</tr>
<tr>
<td>attitude towards FLs</td>
<td>86.4</td>
<td>4.5</td>
<td>9.0</td>
</tr>
<tr>
<td>ethnocentrism</td>
<td>50.0</td>
<td>27.3</td>
<td>22.7</td>
</tr>
<tr>
<td>attitude towards English</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>speaking people</td>
<td>72.8</td>
<td>18.2</td>
<td>9.0</td>
</tr>
<tr>
<td>present situation</td>
<td>63.6</td>
<td>27.3</td>
<td>9.1</td>
</tr>
<tr>
<td>attitude towards Arabic</td>
<td>31.8</td>
<td>40.9</td>
<td>27.2</td>
</tr>
<tr>
<td>teacher's personality</td>
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<td>skills stressed</td>
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<td>books and readings</td>
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<tr>
<td>practising opportunity</td>
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</tbody>
</table>

Of the sixteen variables believed to affect students' learning of English, four received 100% high ratings; they are related to the teacher's personality, the skills stressed, teaching approach, and practising opportunity. Next came parents education and occupation, books and readings, and evaluation procedure (96% high ratings). Knowledge of foreign languages received 90% high ratings, and attitude towards foreign languages received 86%. Age, number of years studying English, and attitude towards English speaking people received an average of 73% high ratings. Next came the present situation (64%), then ethnocentrism (50%). The factors that were believed to have the least influence were attitudes towards Arabic and sex (table 6.23).

There seems to be a general agreement among respondents that the factors perceived to be influential in the process of learning English as a foreign language in Lebanon are the syllabus (content, teaching procedure, and evaluation), the teacher, and the opportunity to practice English. Attitudes
towards foreign languages in general and towards English speaking people were perceived to have less influence than the former factors but more or less equally important as the students' age, and number of years already spent in the study of English, and more influential than the present situation, ethnocentrism, attitude towards Arabic, and finally the sex of students.

IV. Summary

In general, subjects had a positive opinion of their proficiency in foreign languages—especially English, their performance in English language skills, as well as their frequency of using the skills. This is accompanied by the subjects' positive self-concept manifested in rating themselves versus their ideal person. And both are reflected in the general low level of anxiety in the English classroom as reported by the subjects themselves. Parental support was reported as generally encouraging.

Students showed strong national feelings on two items of the ethnocentricity variable. Yet, they believed that learning a foreign language does not endanger their cultural identity. This may be linked to their general interest in foreign languages as shown in the results of this variable; "It is important for the Lebanese to learn foreign languages" (90%). The value of learning English was also appreciated by the subjects; "Learning English is not a waste of time" (98%). This was also obvious in their preference to use English-English dictionaries, rather than English-Arabic ones, and their desire that only English be spoken during the class. This is reflected in the subjects' relatively positive motivational intensity in the English language course, except for volunteering for extra assignments. Subjects do approach teachers when facing any difficulty, but would hesitate to get involved in classwork.

Students were also found to possess both types of orientation: integrative and instrumental—each urging them to learn English for various reasons. The first orientation could be illustrated through the subjects reporting their
listening to songs and watching movies in English, using English terms at home, writing letters and personal notes in English more than reading novels or books in English for example. Another illustration is their ratings of English as more 'perfect', 'simple' and 'dynamic' than Arabic. On the other hand, the second orientation, instrumental one, is exemplified through rating English as more 'useful' and 'practical'. English— at least compared to Arabic— was seen more 'useful', 'practical', and 'valuable'.

Attitudes towards English speaking people were fairly favourable though attitudes towards English culture were rather neutral. However, nearly half of the subjects expressed interest in spending more time discussing the culture of English speaking people in the classroom.

Similarly, attitudes towards learning English were positive except when compared with other subjects. Though the English course was seen as easier than the Arabic one, subjects do not find studying for the English course more interesting, but of more or less the same level. Likewise, subjects did not find English courses equally interesting to other subjects. About 64% thought they could have had accomplished more had the English language course been planned differently.

Students have a general satisfaction in the teaching/learning situation. However, the lower ratings on the items concerning the actual language course (content, procedure and evaluation for example) imply certain feelings towards the English course. In addition to the examples given above, this could be explained in reference to some other attitudinal items where "parents do not think their children should spend more time on the English courses" and subjects "would rather spend time on courses other than English". Finally, the present political situation was seen as affecting the subjects' study habits in varying degrees.

Scores on the four parts of the proficiency test were normally distributed. Higher percentages were found on high
marks in grammar, vocabulary and reading parts. However, a high percentage of zero marks was found in writing for reasons discussed in part II of this chapter.

Respondents, the second important figure in the teaching situation in this research, seem to be generally satisfied with their profession and its conditions; "it is socially rewarding" and "their interest has not decreased". Moreover, they are willing to exert extra effort when needed, and their relationship with the students appears to be "good".

This chapter gave the results obtained from carrying out some initial analysis on the data. Each set of material was broken down into its variables, and each variable was analyzed and discussed. After drawing general conclusions, examination of any relationships between each and every variable seems appropriate. For this purpose, some statistical tests were utilized and the results are presented in the following chapter.
CHAPTER SEVEN
SOME FURTHER INVESTIGATIONS

I. Introduction to the Techniques Employed

So far, the analyses of the questionnaires have been concerned with the presentation of basic results. To carry further analysis, namely testing correlation between different variables, non-parametric tests were judged to be more powerful than parametric tests. "... non-parametric techniques of hypothesis testing are uniquely suited to the data of the behavioural sciences" (Siegel 1956, p.vii). The advantage of using non-parametric statistics, besides being easy and quick to apply as well as employing simple formulae, is that they can be used for wider conditions (Cohen and Holliday 1982, p.126). Non-parametric tests do not assume certain population factors or measures. They make "no assumptions about the shapes or variances of the distribution involved" (Butler 1985, p.75), and do not indicate any causal relationships. More importantly, non-parametric techniques can be used with scores which are not exact in any numerical sense but are simply ranked. However, the only drawback is related to their 'power', i.e. the probability of rejecting the null hypothesis where it is false. But, based on what was mentioned earlier about the type of variables involved in the study, and the fact that non-parametric tests are designed to locate differences of any kind in the form of distribution rather than compare distributions using a specific value, and that there exist non-parametric tests equivalent to those parametric ones, it could be safely said that inferences based on non-parametric tests are valid in this research.

This research is of the observational or correlational type of studies where independent variables cannot be deliberately manipulated. The purpose of such research would be to observe any relationships between variables and to consider the type of relationship which leads to the concept of correlation and notion of direction. By definition,
correlation is "that area of statistics which is concerned with the study of systematic relationships between two or more variables, and attempts to answer questions such as: do high values of variable x tend to go together with high values of variable y?" and vice versa (Butler 1985, p.137). To investigate such relationships, a correlation coefficient is calculated; its value ranges between +1 and -1 where +1 indicates perfect positive correlation, -1 perfect negative correlation, and zero for no correlation at all. There are various measures used to get the correlation coefficient depending on the level of measurement of the variables, i.e. whether nominal, ordinal, ratio or interval. The variables in this research belong to either of the first two. A nominal scale provides categories for sorting or classifying individuals, objects or events according to some quality or attribute. Therefore, a number used for a nominal scale category serves only as a label or identifier, i.e. does not represent any numeral value of the category. An ordinal scale incorporates the classification or labelling function of the nominal scale, and adds a sense of order (Cohen and Holliday 1982). An ordinal-type item consists of "a scale that orders or ranks objects or events from least to most or most to least without providing information on the exact distance between scale categories" (Kurtz 1983, p.50). The appropriate measure of correlation between two ordinal variables is the Spearman rank correlation coefficient (\( \rho \) rho). It is based solely on the ranks of the data if there are no ties; the data for each variable are first ranked and then the correlation coefficient between the ranks for the two variables is computed. Another measure of correlation between ordinal type variables is Kendall's tau. "The Kendall rank correlation coefficient, \( \tau \) (tau), is suitable as a measure of correlation --- if at least ordinal measurement of both the x and y variables has been achieved, so that every subject can be assigned a rank on both x and y, the \( \tau \) will give a measure of the degree of association or correlation between the two sets of ranks" (Siegel 1956, pp. 213-214). It is sometimes preferred to Spearman's \( \rho \) because the former is "somewhat more meaningful when the data contain a large number of tied ranks" while the latter
"seems to yield a closer approximation — when the data is more or less continuous, i.e., not characterized by a large number of ties at each rank" (SPSS 1986, p.289). Therefore, Kendall’s correlation is more used when a relatively large number of cases is classified into a relatively small number of categories. For both measures, a coefficient of ±.30 value and significance level (p) of .05 and less are considered. In this research, all correlations of accepted level of significance, and in some cases those beyond ±.30 value, are discussed. Moreover, a two-tailed test of significance is used, since this is appropriate when the direction of the relationship cannot be determined in advance. Where other tests were used for other purposes— for example, ANOVA (analysis of variance) for comparison of multiple groups (ii.a.ii), factor analysis for identification of underlying constructs (ii.e), and t-test for detecting differences between two populations (v)— rationale and explanations are given in the proper place.

II. Students’ Questionnaire

A. Correlation Among Independent Background Variables

i. It seems worth mentioning some close correlations found among the students’ background variables, i.e. those which are considered independent variables. One close correlation was found between the fathers’ education and their occupation (τ=.47 ; p<.001). In Lebanon, the individual’s level of education is highly valued and is the key to personal success in the society. It plays a major role in determining the chance of getting certain jobs. Thus, it is expected that the higher the education level is, the ‘higher’ the occupation level would be on the occupational scale. Another strong relationship was found between the fathers’ education and that of mothers (τ=.47 ; p<.001). This could be explained by the fact that persons of opposite sexes of more or less equal educational and social level are more likely to meet and mix together, rather than with people of different background, because of social constraints. A third correlation— ‘a perfect one’— exists between fathers’
occupation and mothers' education ($\tau=1.00 ; p<.001$), which confirms the above discussion.

ii. Subjects' ratings of the frequency in their use of each language skill in English correlated—not that highly—with their ratings of their general performance in each skill respectively. The following table shows the correlation coefficient and level of significance between the self-reported frequency and proficiency in using each of the English language skills.

**TABLE 7.1 Correlation Coefficient and Significance Level* of usage Frequency and Performance of English Skills**

<table>
<thead>
<tr>
<th>Skill</th>
<th>$\tau$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>LISTENING</td>
<td>.26</td>
<td></td>
</tr>
<tr>
<td>SPEAKING</td>
<td>.27</td>
<td></td>
</tr>
<tr>
<td>READING</td>
<td>.31</td>
<td>$*p&lt;.001$</td>
</tr>
<tr>
<td>WRITING</td>
<td>.28</td>
<td>$*p&lt;.001$</td>
</tr>
</tbody>
</table>

The more frequent the use of each skill in English is believed to be, the higher the perception of level of performance on that skill is. This is natural since frequent practice of the skills gives the subject more confidence in his/her ability to perform. This in turn feeds back into the frequency of using the skills.

iii. Some correlations were found between the desired starting level of the study of the second language—whether English or French—and:

a. rating on general proficiency in English language skills. (Correlation coefficient is beyond the normal range of $\pm .30$) (table 7.2.a).

**TABLE 7.2.a Correlation Coefficient and Significance Level* Between the Starting Level of Second Language Study and Ratings on General Proficiency**

<table>
<thead>
<tr>
<th>Skill</th>
<th>$\tau$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>writing</td>
<td>.24</td>
<td>$*p&lt;.001$</td>
</tr>
<tr>
<td>overall</td>
<td>.23</td>
<td>$*p&lt;.001$</td>
</tr>
</tbody>
</table>
b. ratings on performance on the English language skills (Correlation coefficient is beyond the normal range of ±.30) (table 7.2.b).

**TABLE 7.2.b** Correlation Coefficient and Significance Level* Between the Desired Starting Level of Second Language Study and Ratings on Performance

<table>
<thead>
<tr>
<th></th>
<th>τ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>listening</td>
<td>.24</td>
<td></td>
</tr>
<tr>
<td>overall</td>
<td>.27</td>
<td>* p &lt; .001</td>
</tr>
</tbody>
</table>

c. self-rating of proficiency in the French skills

**Table 7.2.c** Correlation Coefficient and Significance Level* Between the Starting Level of Second Language Study and Proficiency in French

<table>
<thead>
<tr>
<th></th>
<th>τ</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>listening</td>
<td>.43</td>
<td></td>
</tr>
<tr>
<td>speaking</td>
<td>.40</td>
<td></td>
</tr>
<tr>
<td>reading</td>
<td>.44</td>
<td></td>
</tr>
<tr>
<td>writing</td>
<td>.42</td>
<td></td>
</tr>
<tr>
<td>overall</td>
<td>.39</td>
<td>* p &lt; .001</td>
</tr>
</tbody>
</table>

It is natural that the more a person has been learning a subject matter, the more confident he/she becomes in his/her knowledge and ability in that particular subject. Keeping in mind that the correlation is not that high, it is noticed that the more subjects have been exposed to the learning of English as a foreign language, the more highly they rated their proficiency in it. This is equally true for the students’ ratings of their performance in the skills. The relatively high correlation between the starting level of learning the second language and proficiency in French might be explained by the fact that 65% have French as their second language. Finally, the fact that only the frequency of using the writing skill correlated highly with the desired starting level of second language study may indicate that this skill is the most practised among the four language skills as a classroom activity, homework, term-paper, and/or testing instrument.
B. Correlation Between Attitudinal Variables and Some Independent Variables

i. Some correlations were found between the students' background variables and their attitudinal ones. The following relatively highly correlated relations were found between independent variables and attitudinal ones:

a. Frequency of Using the English Language Skills and Attitude towards Learning English ($τ=.28$; $p<.001$). It is not a surprise to find out that the more positive attitudes students have towards learning English, the more frequently they would use its skills. The reason could be one of the following. The first is that students might like to practise the language just for the sake of practising it or to improve their performance. The second reason might be that they take pride in using it as a foreign language since doing so in any foreign language is considered a pride in the Lebanese culture. The opposite may also be true in that the more subjects use the English language skills, the more positive attitudes they may develop towards learning English. The reason would be that they develop more confidence in their ability to learn it and/or they become more interested in learning it, i.e. integratively oriented.

b. English Class Anxiety and:

1. Self rating of Proficiency in English language Skills ($τ=-.34$; $p<.001$).

<table>
<thead>
<tr>
<th>Skill</th>
<th>$τ$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>listening</td>
<td>-.32</td>
<td></td>
</tr>
<tr>
<td>speaking</td>
<td>-.38</td>
<td></td>
</tr>
<tr>
<td>reading</td>
<td>-.29</td>
<td></td>
</tr>
<tr>
<td>writing</td>
<td>-.35</td>
<td>* $p &lt; .001$</td>
</tr>
</tbody>
</table>

Table 7.3 Correlation Coefficient and significance level* of English Class Anxiety and Proficiency in each skill in English

The higher subjects rated their performance in the English skills, the lower level of anxiety they showed in the English language class. The fact that a student thinks positively of his/her performance
in a foreign language is an indication of self-confidence in its knowledge, which would be reflected in a lower level of anxiety in the class.

2. self rating of general performance in English ($\tau = -0.37 ; p < 0.001$), and

3. Frequency of Using English Language Skills ($\tau = -0.23 ; p < 0.001$).

The same argument as b.1 above is applicable for the correlation between English class anxiety and self rating of general performance in English and frequency of using English language skills, though rather low. The less anxious subjects are in English classes can be a reflection of a favourable belief in their performance in English and their frequency in using its skills.

ii. Other independent background variables are of nominal type, and thus require a different approach for analysis. One-way analysis of variance technique, known as ANOVA was used. The use of this technique is based on two assumptions: First, that the samples are drawn at random, and second that the variances of sample population are equal. Analysis of variance technique tests differences between samples of two or more groups by calculating the statistic F (significant differences among group means) which compares the variability between group measures (means) with the variability between individual scores within the group. A significant F statistic indicates only that the population means are probably unequal. To pinpoint where the differences are, a multiple comparison procedure is applied. The Scheffe procedure determines which population means are different from each other. The following is an exposition of significant relationships between students’ background variables— which are treated as independent— and attitudinal ones.
1. Age— which was grouped into three categories for ease and clarity of reading the results in a table: (1= 18-20 years, 2= 21-23 years, and 3= 24-27 years) and:
   a. Parental encouragement

   TABLE 7.4.a Parental Encouragement broken down by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18.28</td>
<td>3.03</td>
</tr>
<tr>
<td>2</td>
<td>17.26</td>
<td>3.86</td>
</tr>
<tr>
<td>3</td>
<td>15.91</td>
<td>3.33</td>
</tr>
</tbody>
</table>

   It is expected that the younger the children are, the more encouragement they get in their academic work from their parents. Examining the mean for the three age groups, one can see the difference in perceived parental encouragement; the higher the age group (group three), the less parental encouragement is perceived. However, the Scheffe test for individual group differences showed that no two groups are significantly different at .05 level.

   b. integrative orientation

   TABLE 7.4.b Integrative Orientation broken down by Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15.08</td>
<td>2.78</td>
</tr>
<tr>
<td>2</td>
<td>14.19</td>
<td>3.06</td>
</tr>
<tr>
<td>3</td>
<td>16.09</td>
<td>1.92</td>
</tr>
</tbody>
</table>

   Though the Scheffe test for individual group differences showed that no two groups are significantly different at .05 level, the middle age group, that of 21-23 years old, seem to be the least integratively oriented towards the learning of English as a foreign language. The reason can be that students in this age range tend to regard the learning of English for more immediate, practical, present purposes since they have to take decisions
concerning their future careers. Younger students at the beginning stages of university level, on the other hand, would be looking towards their academic life, and older students would have a clear vision of their future and could be more ready to aim at integration with other cultures.

2. Nationality- which was grouped into two categories: 1= Lebanese and 2= non-Lebanese, and Motivational Intensity

TABLE 7.5.b Nationality and Motivational Intensity

<table>
<thead>
<tr>
<th>Nat.</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24.78</td>
<td>3.49</td>
</tr>
<tr>
<td>2</td>
<td>27.00</td>
<td>2.57</td>
</tr>
</tbody>
</table>

F= 4.25  p= .04

The fact that the mean of the non-Lebanese subjects was higher for the variable motivational intensity indicates that non-Lebanese students exert more effort in the English language courses. The reason can be either that they are less interested in these courses or that the daily political situation affects their willingness and readiness to concentrate on their studies.

3. university and:
   a. attitude towards learning English

TABLE 7.6.a attitude towards learning English broken down by University

<table>
<thead>
<tr>
<th>Univ</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUB</td>
<td>29.69</td>
<td>4.89</td>
</tr>
<tr>
<td>BUC1</td>
<td>31.63</td>
<td>4.67</td>
</tr>
<tr>
<td>BUC2</td>
<td>34.07</td>
<td>3.23</td>
</tr>
</tbody>
</table>

F= 8.20  p= .0004

Subjects at the two branches of Beirut University College tended to have more favourable attitudes towards learning English than those at the American
University of Beirut. The Scheffe test for individual group differences showed that AUB and BUC2 groups are significantly different at .05 level. There does not seem to be an obvious reason, but one can speculate that this is related to the programs themselves and the facilities students have at either of the two universities. Reviewing the syllabi (chapter II, part IV.B), one pinpoints the only major and apparent difference found in the BUC-Byblos syllabus: the adoption of a "writing clinical" approach which is basically more supportive of the students' effort into the writing tasks in particular and their general attitudes toward the learning experience in general (discussed in chapter four, part IV.B).

b. interest in foreign languages

TABLE 7.6.b Interest in Foreign Languages broken down by University

<table>
<thead>
<tr>
<th>Univ</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16.54</td>
<td>1.79</td>
</tr>
<tr>
<td>2</td>
<td>16.17</td>
<td>2.81</td>
</tr>
<tr>
<td>4</td>
<td>17.59</td>
<td>1.47</td>
</tr>
</tbody>
</table>

The Scheffe test for individual group differences showed that this group and AUB subjects are significantly different at .05 level. BUC-Byblos branch, manifested the highest interest in foreign languages. The reason may very well be that the latter is situated in a different region in Lebanon, and thus have different interests in foreign languages in general for various reasons discussed in chapter four.
4. whether a foreign language is used at home and:
   a. attitudes towards English speaking people and culture

   TABLE 7.7.a Attitudes towards English Speaking People and Culture broken down by The Use of a Foreign Language at Home

<table>
<thead>
<tr>
<th>Mean</th>
<th>sd</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10.79</td>
<td>1.79</td>
<td>9.1</td>
</tr>
<tr>
<td>No</td>
<td>9.84</td>
<td>2.01</td>
<td></td>
</tr>
</tbody>
</table>

   b. attitudes towards learning English

   TABLE 7.7.b Attitudes towards Learning English broken down by The Use of Foreign Language at Home.

<table>
<thead>
<tr>
<th>Mean</th>
<th>sd</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>32.25</td>
<td>4.67</td>
<td>3.60</td>
</tr>
<tr>
<td>No</td>
<td>30.85</td>
<td>4.72</td>
<td></td>
</tr>
</tbody>
</table>

   It is expected that the more a foreign language is used at home, the more favourable attitudes towards other cultures are formed. In this research, subjects who use a foreign language at home tended to have more positive attitudes towards English speaking people and English culture than those who do not. Similarly, subjects who use a foreign language at home had more positive attitudes towards the learning of English.

5. name of language used at home (1= Armenian, 2= English, 3= French) and attitude towards English speaking people and culture

   TABLE 7.8 Name of Language used at Home broken down by Attitude towards English Speaking People and Culture

<table>
<thead>
<tr>
<th>lang</th>
<th>Mean</th>
<th>sd</th>
<th>F</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9.83</td>
<td>2.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>11.05</td>
<td>1.54</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10.73</td>
<td>1.88</td>
<td>5.55</td>
<td>.004</td>
</tr>
</tbody>
</table>
It is not strange to find out that subjects who use English at home had the highest mean value for positive attitudes towards English speaking people and culture. The fact that they use English and not any other foreign language is an indication of certain attitudes towards speakers of that language. However, the Scheffe test for individual group differences showed that no two groups are significantly different at .05 level.

6. number of courses taken (one to four) and:
   a. parental encouragement

TABLE 7.8.a Parental Encouragement broken down by Number of Courses Taken

<table>
<thead>
<tr>
<th>no</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18.63</td>
<td>3.07</td>
</tr>
<tr>
<td>2</td>
<td>17.95</td>
<td>3.31</td>
</tr>
<tr>
<td>3</td>
<td>16.26</td>
<td>3.66</td>
</tr>
<tr>
<td>4</td>
<td>17.20</td>
<td>3.83</td>
</tr>
</tbody>
</table>

There does not seem to be any pattern for the difference in mean values concerning the number of courses taken and perceived parental encouragement, except that those who are enrolled in the first course of the English language course series tended to perceive more parental encouragement. However, the Scheffe test for individual group differences showed that groups 3 and 1 are significantly different at .05 level.

b. ethnocentrism

TABLE 7.9.b Ethnocentrism broken down by Number of Courses Taken

<table>
<thead>
<tr>
<th>no</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9.96</td>
<td>2.48</td>
</tr>
<tr>
<td>2</td>
<td>8.61</td>
<td>2.51</td>
</tr>
<tr>
<td>3</td>
<td>9.26</td>
<td>2.52</td>
</tr>
<tr>
<td>4</td>
<td>8.60</td>
<td>2.16</td>
</tr>
</tbody>
</table>

F = 3.25  p = .02
It seems that when the students first enrol in the English course series, they start with the highest level of ethnocentrism which is lessened upon their enrolment in the second course. This is demonstrated by the Scheffe test for individual group differences which showed that groups 1 (one course) and 2 (two courses) are significantly different at .05 level. However, the level of ethnocentricity seems to fluctuate throughout the program.

c. attitude towards learning English

<table>
<thead>
<tr>
<th>no.</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>32.75</td>
<td>4.09</td>
</tr>
<tr>
<td>2</td>
<td>30.69</td>
<td>4.95</td>
</tr>
<tr>
<td>3</td>
<td>30.48</td>
<td>4.58</td>
</tr>
<tr>
<td>4</td>
<td>31.87</td>
<td>5.67</td>
</tr>
</tbody>
</table>

It is surprising to find out that students start the English courses series with the most positive attitudes towards the learning of English and this interest gradually decreases as subjects progress in the courses, until it rises again in the last course (number four). This may relate to the program itself which may not offer the most convenient approaches to the learning of English. The Scheffe test for individual group differences showed that no two groups are significantly different at .05 level.

d. motivational intensity

<table>
<thead>
<tr>
<th>no.</th>
<th>Mean</th>
<th>sd</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>25.54</td>
<td>3.42</td>
</tr>
<tr>
<td>2</td>
<td>24.42</td>
<td>3.32</td>
</tr>
<tr>
<td>3</td>
<td>23.87</td>
<td>3.69</td>
</tr>
<tr>
<td>4</td>
<td>27.00</td>
<td>2.83</td>
</tr>
</tbody>
</table>

F = 3.95  p = .009
Similarly, the students' motivational intensity decreases as they progress into the English language courses, but it finally increases even more than when they first started. This may be explained by the fact that students need a minimum general average to graduate from the university, and thus approaching graduation, tend to exert more effort into various courses. The Scheffe test for individual group differences showed that groups 3 and 4 are significantly different at .05 level.

C. Correlation Among Attitudinal Variables
The attitudinal variables studied in this research are of the ordinal type where ranking occurs on a 'more-less' acceptability scale making the number of scale categories limited. To test the relationship between each and every other attitudinal variable, the Kendall rank correlation coefficient, two-tail test was used. Thus, Kendall's correlation coefficients and level of significance among the attitudinal variables were calculated and presented in table 7.2. This table is read by noting the relatively higher correlations between one variable and the other, as well as studying the level of significance.
TABLE 7.10  Kendall's Correlation Coefficients and Significance Level of Attitudinal Variables

<table>
<thead>
<tr>
<th></th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>I τ</td>
<td>.13</td>
<td>.12</td>
<td>.12</td>
<td>.22</td>
<td>.21</td>
<td>.04</td>
<td>.06</td>
<td>.11</td>
<td>.07</td>
</tr>
<tr>
<td>p</td>
<td>.02</td>
<td>.04</td>
<td>.03</td>
<td>.00</td>
<td>.00</td>
<td>.48</td>
<td>.33</td>
<td>.06</td>
<td>.19</td>
</tr>
<tr>
<td>II τ</td>
<td>.01</td>
<td>.12</td>
<td>.05</td>
<td>.10</td>
<td>.13</td>
<td>.07</td>
<td>.05</td>
<td>.11</td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>.86</td>
<td>.04</td>
<td>.49</td>
<td>.07</td>
<td>.03</td>
<td>.22</td>
<td>.38</td>
<td>.05</td>
<td></td>
</tr>
<tr>
<td>III τ</td>
<td>.23</td>
<td>.26</td>
<td>.31</td>
<td>-.11</td>
<td>.24</td>
<td>.12</td>
<td>.20</td>
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<td></td>
</tr>
<tr>
<td>p</td>
<td>.00</td>
<td>.00</td>
<td>.06</td>
<td>.00</td>
<td>.04</td>
<td>.00</td>
<td>.001</td>
<td></td>
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</tr>
<tr>
<td>IV τ</td>
<td>.19</td>
<td>.12</td>
<td>.04</td>
<td>.35</td>
<td>-.12</td>
<td>.07</td>
<td></td>
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<tr>
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<td>.001</td>
<td>.04</td>
<td>.44</td>
<td>.00</td>
<td>.03</td>
<td>.22</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>V τ</td>
<td>.35</td>
<td>-.13</td>
<td>.18</td>
<td>.08</td>
<td>.19</td>
<td></td>
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</tr>
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<td>p</td>
<td>.00</td>
<td>.03</td>
<td>.002</td>
<td>.16</td>
<td>.001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI τ</td>
<td>-.15</td>
<td>.28</td>
<td>.21</td>
<td>.40</td>
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<td>.00</td>
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<td>-.11</td>
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<td></td>
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<tr>
<td>p</td>
<td>.54</td>
<td>.07</td>
<td>.05</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII τ</td>
<td>.03</td>
<td>.20</td>
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<td></td>
<td></td>
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<tr>
<td>p</td>
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<td>.00</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IX τ</td>
<td>.17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>p</td>
<td>.002</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Key to symbols:

I = Parental encouragement
II = Ethnocentrism
III = Interest in foreign languages
IV = Instrumental orientation
V = Attitude towards English speaking people
VI = Attitude towards learning English
VII = English class anxiety
VIII = Integrative orientation
IX = Political daily situation
X = Motivational intensity

τ = Kendall's tau correlation coefficient, two tailed
p = significance level
Examining the table of correlation coefficients and significance level, one can depict relatively close correlations among the following attitudinal variables:

i. Attitude towards learning English and Motivational Intensity ($\tau = .40$; $p < .001$). It is clear that the more positive attitudes students have towards learning English, the higher their motivational intensity. If a learner 'likes' learning English or views it as a 'good' way to reach a certain goal, he/she will tend to exert more effort into learning it than another learner who does not. A Lebanese university student who appreciates foreign languages in general and/or English in particular, or believes it would be beneficial for him to learn English, would have a higher level of motivational intensity than a student who does not. It follows then to assume that if Lebanese learners have a positive attitude towards learning English, they would put more effort into the English language courses, and presumably have higher achievement. However, the question can be: "would the learners' attitudes towards learning English improve and/or their motivational intensity increase IF they achieve better?". In fact, this could be seen as a two way equation where attitudes influence motivational intensity, and motivational intensity—leading to a certain level of achievement—enhances the attitude the student has started with.

ii. Attitude towards English Speaking People and Attitude towards learning English ($\tau = .35$; $p < .001$). Having positive or negative attitudes towards a certain people could influence the attitudes towards learning their language, and the opposite is true. Human beings tend to generalize or form ideas about objects through stereotyping. If, for example, a university student in Lebanon perceives the Spanish as warm and friendly people, he/she would have more positive attitudes towards learning Spanish than if he/she does not. It then follows that the more positive attitudes English
language learners in Lebanon form about English speaking people, the better attitudes they would have towards learning English, and the converse is true.

iii. Instrumental Orientation and Integrative Orientation ($\tau = .35; p < .001$). It is surprising to note the close relation between the two types of orientation: integrative and instrumental. However, an explanation of this can be that in the Lebanese setting, both orientations are at work as a result of (a) the general appreciation of foreign languages among the Lebanese, as well as (b) the high value English has in terms of education, employment and business in Lebanon nowadays.

iv. Interest in Foreign Languages and Attitude towards learning English ($\tau = .31; p < .001$). Foreign languages, especially English and French, as was discussed in chapter four, are highly valued in the Lebanese culture. One may conclude that the higher the students’ general interest in foreign languages is, the more favourable the attitude toward learning either of the two languages, in this case English, is.

Some other correlations are observed, though weaker but still worthy of remarking for a sample of 164 subjects. Such correlations exist among the following factors:

v. Interest in Foreign Languages and:

a. Attitude towards English Speaking People ($\tau = .26; p < .001$). It is reasonable to believe that the more favourable attitudes subjects have towards foreign languages in general, the more positive their view about people speaking these languages will be. The analysis in this research shows that the subjects’ view of foreign languages, that is including English, is closely correlated with their view of English speaking people. The reason can be that the term 'foreign languages' is associated with English and French more than any other languages since these two are the major and essential ones in Lebanon.
b. & c. Instrumental Orientation ($\tau = .23; p < .001$) and Integrative Orientation ($\tau = .24; p < .001$). It is not surprising to find that interest in foreign languages is almost equally correlated with both integrative and instrumental orientations since the two were found to be closely correlated (no. 3 above). As the argument went in iv above, the interest in foreign languages in Lebanon explains the existence of these orientations. Thus, the more subjects are interested in foreign languages in general, the more they are expected to be encouraged, whether instrumentally or integratively oriented, towards learning English.

d. Motivational Intensity ($\tau = .20; p = .001$). It follows then that if students are interested in foreign languages, they will have more positive attitudes towards learning English (iv), will be instrumentally and integratively oriented (v.b & c), and will have higher motivational intensity.

vi. Attitude towards Learning English and:
   a. Integrative Orientation ($\tau = .28; p < .001$). Though the two types of orientations, integrative and instrumental, were found to be closely correlated, attitude towards learning English was found to be related only to integrative orientation. It seems that students who are more integratively oriented form more positive attitudes towards learning English.

b. Political Daily Situation ($\tau = .21; p < .001$). It is expected that in a fifteen year war, the political daily situation will have an influence on some educational aspects, one of which is students' attitudes towards learning English. Students may feel that they have some outside pressure from their surroundings to focus on certain essential life requirements rather than their study of English.

c. Parental Encouragement ($\tau = .21; p = .001$). If parents value the learning of foreign languages, it is expected
that they encourage their children to do so. Since English is becoming more dominant in terms of education and employment in Lebanon, parents' perception of this significance and their encouragement are bound to affect their children's attitude towards learning the language.

vii. Parental encouragement and attitude towards English Speaking People ($\tau = .22; p < .001$). As parental encouragement influences the students' formation of certain attitudes toward learning English, it is equally applicable that parental factors influence the formation of certain attitudes towards different people. If parents have certain perceptions of a language and/or speakers of that language, they easily transmit their beliefs—directly or indirectly—to their children.

viii. Integrative Orientation and Motivational Intensity ($\tau = .20; p < .001$). It is interesting to note that integrative orientation, and not instrumental one, is correlated with motivational intensity. It seems that students with the former type of orientation, i.e. with a stronger need to integrate in a foreign culture, exert more effort in the language course.

D. Correlation between Attitudinal Variables and Teaching/Learning Situation Variables

A number of close correlations between attitudinal variables and the teaching/learning situation was depicted. These could be summarized in the following way:

i. Attitude Towards Learning English and:
   a. overall satisfaction with the English Learning Situation ($\tau = .20; p < .001$). Positive attitudes towards learning English as a foreign language is a reflection of various reasons, one of which may possibly be a certain level of satisfaction in the actual teaching/learning situation such as classroom practice and activities, material, evaluation procedure, teacher's personality and
teaching abilities... etc.

b. ratings of English Language Course (τ=.35; p<.001), and
c. ratings of English Language Teacher (τ=.24; p<.001).

The high correlation between attitudes towards learning English as a foreign language and the subjects' ratings of the English language course, and the lower correlation between the former and ratings of the English language teacher is a confirmation of the relationship found in i.a above. The more positive attitudes students have towards learning English, the more favourable attitudes they will hold towards the course and the teacher, and vice versa.

ii. Motivational Intensity and Attitude towards the English Language Course (τ=.27; p<.001). Favourable attitudes towards the English language course naturally lead to a high motivational intensity into learning English. The more students enjoy their classes, i.e. material, activities, relationship with the teacher..., the more effort they exert into learning the language.

E. The Four Rating Variables

To carry further analysis on the four-concept variables "Rating of Self", "Rating of the Lebanese People", "Rating of English Speaking People" and "Rating of Ideal Person", Factor Analysis was applied. The goal behind using this statistical technique was to identify unobservable, underlying constructs which may explain correlations among the observable set of items. Factor analysis is a procedure which identifies "a relatively small number of factors that can be used to represent relationships among sets of many interrelated variables" (SPSS Advanced Statistical Guide 1988, p.126). The application of this technique has been varied but remains most appropriate and beneficial when applied within its sphere which is detecting and quantifying patterns of variables within a variable (Youngman 1979, p.97). The factor analysis technique proceeds in steps; for the purpose of this research, the correlation matrix, i.e.
matrix of relationship among variables, and the factor matrix— which is the result of performing a fixed set of operations on the correlation matrix— were considered. The researcher's task is normally to examine the pattern of loadings from every possible angle to discover underlying dimensions which bring a particular set of measures together in that fashion (Gardner and Lambert 1972). Factor loading is the coefficient used to express a standardized variable in terms of the factors; it indicates the weight assigned to each factor. Factors with large coefficients for a variable are closely related to the variable. For each of the four concept rating variables of the subjects' questionnaire, a table of factor matrix is presented indicating high loadings on a set of items.

i. One factor accounts for 21% of total variance for the "Rating of Self" variable. The second factor explained a small percentage of variance (6.9%) adding up to 27.9% total variance, thus will not be studied. The following table represents items of factor one loadings of maximum value (.69) and minimum of 0.54.

<table>
<thead>
<tr>
<th>TABLE 7.11.a Factor Loadings on &quot;Rating of Self&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>active</td>
</tr>
<tr>
<td>friendly</td>
</tr>
<tr>
<td>helpful</td>
</tr>
<tr>
<td>kind</td>
</tr>
<tr>
<td>considerate</td>
</tr>
<tr>
<td>enthusiastic</td>
</tr>
<tr>
<td>intellectual</td>
</tr>
<tr>
<td>reasonable</td>
</tr>
<tr>
<td>efficient</td>
</tr>
</tbody>
</table>

Items of high loadings in Factor I are seen to fit into two general trait groups: social (friendly, helpful, kind and considerate) and intellectual (intellectual, reasonable and efficient). Subjects seem to see themselves directly and clearly through two general trait-groups, forming one factor. One item 'active' has received a high loading but does not seem to fit easily in any of the two groups, it can be seen as a 'behaviour'
ii. For the variable "Rating of the Lebanese People", factor I was found to account for 28% variance. Since factor II accounted for only 36.2%, it will not be discussed here. Studying table 7.3.b, one notices that the items of factor I can be grouped under the same two general concepts of A above (Rating of Self Concept) and in the same order of significance: social and intellectual.

**TABLE 7.11.b Factor Loadings on "Rating of the Lebanese People"**

<table>
<thead>
<tr>
<th>Trait</th>
<th>Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>friendly</td>
<td>.71</td>
</tr>
<tr>
<td>kind</td>
<td>.70</td>
</tr>
<tr>
<td>sincere</td>
<td>.70</td>
</tr>
<tr>
<td>sensitive</td>
<td>.69</td>
</tr>
<tr>
<td>considerate</td>
<td>.68</td>
</tr>
<tr>
<td>clever</td>
<td>.68</td>
</tr>
<tr>
<td>successful</td>
<td>.65</td>
</tr>
<tr>
<td>efficient</td>
<td>.64</td>
</tr>
<tr>
<td>reasonable</td>
<td>.64</td>
</tr>
<tr>
<td>helpful</td>
<td>.63</td>
</tr>
<tr>
<td>trustworthy</td>
<td>.62</td>
</tr>
<tr>
<td>logical</td>
<td>.61</td>
</tr>
<tr>
<td>enthusiastic</td>
<td>.59</td>
</tr>
<tr>
<td>modest</td>
<td>.59</td>
</tr>
<tr>
<td>broadminded</td>
<td>.57</td>
</tr>
</tbody>
</table>

The cluster of the adjectives in the table above implies that subjects have formed a conceptual view of the Lebanese people, mainly through the same two general traits grouped through the Rating of Self. Therefore, it is concluded that the same factor (factor I) accounts for the students' rating of themselves and of the Lebanese people. It is not strange that individuals see themselves through their formed concept of their fellowcitizens, or that they see their fellowcitizens through their concept of themselves as Lebanese. If one relates him/herself to other fellowcitizens or vice versa, he/she could easily see one through the other. Items which are below significance level of .60 are three, each belonging to or representing a different trait-concept: enthusiastic (behaviour), modest (personality) and broadminded (cognitive).
iii. Factor I explains 26.4% of the total variance for the "Rating of English Speaking People" variable, and Factor II explains 34.1% which is not adding much, therefore will not be considered. Table 7.3.c represents items of high loadings ranging from .72 to .54.

TABLE 7.11.c Factor Loadings on "Rating of English Speaking People"

<table>
<thead>
<tr>
<th>Item</th>
<th>Loading</th>
</tr>
</thead>
<tbody>
<tr>
<td>clever</td>
<td>.72</td>
</tr>
<tr>
<td>successful</td>
<td>.71</td>
</tr>
<tr>
<td>kind</td>
<td>.64</td>
</tr>
<tr>
<td>teachable</td>
<td>.62</td>
</tr>
<tr>
<td>stable</td>
<td>.61</td>
</tr>
<tr>
<td>considerate</td>
<td>.60</td>
</tr>
<tr>
<td>friendly</td>
<td>.60</td>
</tr>
<tr>
<td>competent</td>
<td>.59</td>
</tr>
<tr>
<td>sensitive</td>
<td>.58</td>
</tr>
<tr>
<td>reasonable</td>
<td>.58</td>
</tr>
<tr>
<td>efficient</td>
<td>.56</td>
</tr>
<tr>
<td>trustworthy</td>
<td>.56</td>
</tr>
<tr>
<td>enthusiastic</td>
<td>.55</td>
</tr>
<tr>
<td>logical</td>
<td>.55</td>
</tr>
<tr>
<td>happy</td>
<td>.54</td>
</tr>
</tbody>
</table>

Items which received high loadings on Factor I seem to be dispersed under different general concepts: intellectual, social, personal and behavioural. The reason may be that subjects do not have as clear an idea about English speaking people as they do about the Lebanese people. Each subject would have a different experience with English speaking people around him/her whether friends, teachers, classmates or neighbours resulting in the formation of different concepts among the subjects. The fact that the Lebanese students at the two universities- a stage when they could form a general concept of other people- have recently had less chance of meeting English speaking people makes it more difficult to 'stereotype' them under one or two general concepts.

iv. For the variable "Rating of Ideal Person", 22.1% of variance is accounted for by one factor. The second
factor explained only 34.1% and thus will not be considered. The following table represents items of high factor loadings on Factor One.

TABLE 7.11.d Factor Loadings on "Rating of Ideal Person"

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>successful</td>
<td>.69</td>
</tr>
<tr>
<td>reasonable</td>
<td>.65</td>
</tr>
<tr>
<td>trustworthy</td>
<td>.65</td>
</tr>
<tr>
<td>sincere</td>
<td>.63</td>
</tr>
<tr>
<td>kind</td>
<td>.62</td>
</tr>
<tr>
<td>clever</td>
<td>.58</td>
</tr>
<tr>
<td>logical</td>
<td>.55</td>
</tr>
<tr>
<td>shy</td>
<td>.55</td>
</tr>
<tr>
<td>intellectual</td>
<td>.54</td>
</tr>
<tr>
<td>considerate</td>
<td>.54</td>
</tr>
</tbody>
</table>

Again, the items receiving high loadings on factor I seem to be varied; however, they seem to be more or less representative of some general traits such as intellectual (reasonable, logical, intellectual), social (kind, considerate), personal/social (trustworthy, sincere) and personal (successful, shy). It is natural that each individual forms a concept of the ideal self based on some general traits representing different aspects of a personality, explaining the cluster of varied adjectives under one factor. Another reason for this wide range of items may be that an individual's outlook of the ideal person is subjective depending on the personality itself, the expectations of parents and society, and the circumstances. Thus, each person forms a concept of the ideal self different from any other's.

III. Proficiency Test and Students' Questionnaire:

Spearman rank correlation coefficient was used to examine the relationship among scores on the proficiency test and between scores on the proficiency test and ordinal type of questions found in the students' questionnaire. This measure was seen as most suitable since scores on the proficiency test are closer to the continuous type of data than to 'tied ranks'.
A. Correlation Among Parts of The Proficiency Test

i. The three parts of the reading test correlated highly with each other. The following table illustrates Spearman correlation coefficient and significance levels.

<table>
<thead>
<tr>
<th></th>
<th>ρ</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading 1 &amp; 2</td>
<td>.54</td>
<td>&lt; .005</td>
</tr>
<tr>
<td>reading 1 &amp; 3</td>
<td>.41</td>
<td>&lt; .005</td>
</tr>
<tr>
<td>reading 2 &amp; 3</td>
<td>.53</td>
<td>&lt; .005</td>
</tr>
</tbody>
</table>

Such high correlations indicate that the reading test was an adequate one; all three parts were testing the same reading ability.

ii. High correlations were found among the vocabulary, grammar and reading parts of the proficiency test but not with the writing part. The reason as was mentioned earlier in chapter six (part II) is that 17.1% of the subjects did not receive any points because they did not write anything or that their writing was too poor. However, scores on writing correlated with the overall scores on the reading part (ρ= .33).

<table>
<thead>
<tr>
<th></th>
<th>ρ</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>reading and writing</td>
<td>.33</td>
<td>&lt; .005</td>
</tr>
<tr>
<td>reading and vocabulary</td>
<td>.50</td>
<td>&lt; .005</td>
</tr>
<tr>
<td>reading and grammar</td>
<td>.49</td>
<td>&lt; .005</td>
</tr>
<tr>
<td>vocabulary and grammar</td>
<td>.58</td>
<td>&lt; .005</td>
</tr>
</tbody>
</table>

B. Relationship Between Proficiency Test and other Variables

Correlations between scores on the proficiency test and subjects' dependent and independent variables are found to be rather weak. However, those presented, though with correlation coefficient below ±.3 but of significance level <.05, are worthy of discussion. The following correlations were found between performance on the proficiency test and:
i. Subjects' Background Variables
It was mainly scores on the grammar and vocabulary parts of the proficiency test that correlated—though not strongly—with two independent variables, subjects' self-ratings on their performance in the listening and writing English language skills ($p=.22$, $p=.004$ and $p=.25$ $p=.001$ respectively). It is difficult to interpret the relationships found between performance in grammar and perceived performance in listening on one hand and performance in vocabulary and perceived performance in writing on the other hand. No other relationships were found between performance on the proficiency test and the number of years studying English for example or the starting level of learning the language.

ii. Attitudinal Variables
No significant correlations were found between performance on the proficiency test and any of the attitudes towards English culture or learning English, nor interest in foreign languages and type of orientation. However, three relationships can be quoted—though weak, but of interest.

a. Writing and Parental encouragement ($p=-.23$ ; $p=.003$)
b. Vocabulary and English Class Anxiety ($p=-.20$ ; $p=.01$)
c. Overall score and parental encouragement ($p=-.22$; $p=.004$)

From the relationships quoted above, one observes that two attitudinal variables are correlated with performance on the writing and vocabulary part of the proficiency test, namely parental encouragement and English class anxiety respectively. The negative correlation found between scores on vocabulary and English class anxiety is understandable since the more anxious a subject is in the English language class, the less inclined he/she will achieve in the foreign language. However, it is difficult to interpret the negative correlations between parental encouragement and performance in writing and in overall proficiency test.
iii. Others

One attitudinal variable, subjects' ratings of Arabic, was found to correlate negatively with scores on Grammar ($\rho=-.31$, $p<.001$), vocabulary ($\rho=-.22$, $p=.005$) and the overall score on the proficiency test ($\rho=-.22$, $p=.005$). Another variable, subjects' ratings of the Lebanese People ($\rho=-.26$, $p=.001$) was also found to negatively correlate with scores on the grammar part. In previous discussions about Arabic speakers' beliefs in their language, it was said that the language is regarded as a highly 'perfect' one (chapter three). This may affect the general performance in other languages, in this case, performance on the grammar part of the proficiency test. However, the negative correlation also found between performance in grammar and subjects' ratings of the Lebanese people is difficult to interpret since they viewed English speaking people equally highly if not higher on most traits!

In general, correlations between the four parts of the proficiency test and the variables in the students' questionnaire were weak. There are two justifications for that; first, that the test itself is not a good measure of the students' proficiency in English, but the relatively high correlations among the different parts of the test—except for the writing part—refutes this assumption. Or second that there is in fact no relationship between the students' attitudinal variables and their proficiency level in English. This will be discussed in the final chapter.
IV. Teachers’ Questionnaire

Kendall’s tau was used to test correlations among the ordinal variables in the teachers’ questionnaire. The results are presented in tables of τ value and significance level (p). The following significant relationships were found between:

A. Teachers’ willingness to give extra time to help weak students and

i. satisfaction with teacher’s availability for consultation (τ=.48, p=.02)

ii. perception of students’ performance in speaking-item 1 (τ=-.53, p=.009).

The first relationship is clear: the more teachers are willing to give extra time to help students, the more satisfied they are in their availability for consultation. The other correlation which is negative indicates that teachers who believe subjects are good in speaking tend not to give extra time to help students.

B. Respondents’ Level of satisfaction in

i. books and

a. opportunity to use English (τ=.47, p=.02)

b. time students have to study (τ=.55, p=.004)

c. overall satisfaction (τ=.54, p=.002).

Respondents who are satisfied with the books assigned for the English language courses tend to be also satisfied with the opportunity students have to use English and time students have to study. They also have overall satisfaction in the teaching/learning situation.

ii. activities and

a. performance in writing 2 (τ=.48, p=.01)

b. performance in writing 4 (τ=.43, p=.03)

c. overall performance in writing (τ=.38, p=.03).

Satisfaction with activities held in the classroom is
mainly correlated with the variable: "perceived students' performance in writing". This is explained by the fact that course activities are mainly "writing" ones, which was clear in the discussion of the English language course syllabi at the universities where the focus was clearly on the writing skill (chapter four).

iii. type of readings and time available for study ($\tau = .37$, $p = .04$) and general satisfaction ($\tau = .58$, $p = .001$). Teachers who were satisfied with the type of readings in the English language courses were generally satisfied with the overall teaching/learning situation, especially the time students have to study.

iv. facilities at University and time available for study ($\tau = .37$, $p = .05$). The more teachers were satisfied with what universities offer as facilities, the more they were happy with the time students have to study for the language courses. It may be that respondents believe that the availability of "good" facilities saves or provides more time for the students to study. Such facilities may include the use of the library, typing facilities, computers...

v. opportunity to use English and general satisfaction ($\tau = .37$, $p = .04$). Respondents who were satisfied with the opportunity students have to use English were also generally satisfied with the teaching/learning situation.

vi. feedback and evaluation ($\tau = .61$, $p = .001$) and general satisfaction ($\tau = .47$, $p = .006$). It is natural to find out that teachers who are happy with the feedback students get about their work in the English language courses have general satisfaction of the overall situation.
C. Respondents' Perception of Subjects' Performance in Language Skills

In general, respondents' perception of students' performance on one skill correlated with their perception of the students' performance on the other skills.

TABLE 7.14.a

<table>
<thead>
<tr>
<th>Performance</th>
<th>( \tau )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. performance in speaking</td>
<td>.61</td>
<td>&lt; .005</td>
</tr>
<tr>
<td>b. performance in reading</td>
<td>.56</td>
<td>&lt; .001</td>
</tr>
<tr>
<td>c. performance in writing</td>
<td>.37</td>
<td>&lt; .02</td>
</tr>
<tr>
<td>d. effect of ethnocentrism</td>
<td>-.39</td>
<td>&lt; .03</td>
</tr>
</tbody>
</table>

TABLE 7.14.b

<table>
<thead>
<tr>
<th>Performance</th>
<th>( \tau )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. performance in reading</td>
<td>.51</td>
<td>.003</td>
</tr>
<tr>
<td>b. performance in writing</td>
<td>.33</td>
<td>.05</td>
</tr>
</tbody>
</table>

TABLE 7.14.c

<table>
<thead>
<tr>
<th>Performance</th>
<th>( \tau )</th>
<th>( p )</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. performance in reading</td>
<td>.55</td>
<td>.001</td>
</tr>
</tbody>
</table>

Teachers seem to formulate general ideas about the students' abilities in English in general, not perceiving much difference in the students' performance on each skill. This may or may not be true of the students' actual abilities in the language.

V. Comparison between Teachers' and Students' Common Variables

Among the variables which are common in both questionnaires, the students' and teachers', are the items describing the English language teacher, level of satisfaction in the teaching/learning situation, ratings of students level of performance on the four language skills, and some other variables, here referred to as miscellaneous. The t-test for independent samples was used; it determines whether the means of two samples differ or not. In the following discussions, the means, standard deviations of
each item for each of the two groups; i.e. students and teachers, the t-value and the two-tailed probability are reported in tables.

A. Description of English language teacher

TABLE 7.15 Subjects' (S) and Respondents' (T) differences in Describing the English Language Teacher

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>sd</th>
<th>t-value</th>
<th>2-tail prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>cool tempered</td>
<td>S 3.35</td>
<td>T 3.91</td>
<td>1.29</td>
<td>-2.64</td>
</tr>
<tr>
<td></td>
<td>T 3.91</td>
<td>T 0.87</td>
<td></td>
<td></td>
</tr>
<tr>
<td>consistent</td>
<td>S 3.92</td>
<td>T 4.45</td>
<td>0.87</td>
<td>-3.70</td>
</tr>
<tr>
<td></td>
<td>T 4.45</td>
<td>T 0.60</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flexible</td>
<td>S 3.41</td>
<td>T 4.14</td>
<td>1.19</td>
<td>-3.45</td>
</tr>
<tr>
<td></td>
<td>T 4.14</td>
<td>T 0.89</td>
<td></td>
<td></td>
</tr>
<tr>
<td>patient</td>
<td>S 3.88</td>
<td>T 4.36</td>
<td>1.01</td>
<td>-2.98</td>
</tr>
<tr>
<td></td>
<td>T 4.36</td>
<td>T 0.67</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subjects and respondents varied significantly in their response to their description of the English language teacher on four items. Observing the means and standard deviations for each of the items, one could see that teachers saw themselves as more cool tempered, consistent, flexible and patient than the students did. This could be attributable to the high self concept teachers may have of themselves. It is just natural that students regard their teachers less of what the teachers really are, especially in respect to certain professional or personal qualities such as the ones involved here.
B. Level of Satisfaction in the Teaching/Learning Situation

TABLE 7.16 Subjects' (S) and Respondents' (T) differences in Level of Satisfaction in Teaching/Learning Situation

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Mean S</th>
<th>sd S</th>
<th>Mean T</th>
<th>sd T</th>
<th>t-value</th>
<th>2-tail prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language laboratory</td>
<td>2.34</td>
<td>1.65</td>
<td>1.55</td>
<td>1.37</td>
<td>2.47</td>
<td>.019</td>
</tr>
<tr>
<td>opportunity to use English</td>
<td>3.42</td>
<td>1.21</td>
<td>1.41</td>
<td>1.01</td>
<td>8.57</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>evaluation</td>
<td>3.43</td>
<td>1.04</td>
<td>3.82</td>
<td>0.85</td>
<td>-1.97</td>
<td>.059</td>
</tr>
<tr>
<td>time students have to study</td>
<td>3.54</td>
<td>1.03</td>
<td>2.68</td>
<td>1.25</td>
<td>3.09</td>
<td>.005</td>
</tr>
</tbody>
</table>

Students seem to be more satisfied with some aspects of the teaching/learning situation such as the language laboratory, opportunity to use English and time students have to study English. The reason could be that teachers regard these aspects from the educational and professional point of view where other options could be available. With respect to the language laboratory and opportunities to use English outside the classroom, teachers could be more aware of certain criteria to improve the situation. As to the time students have for the study of English, students would more readily be satisfied with whatever time they could spare for the study of English. However, the item 'evaluation' received more positive response from the teachers, probably because they are involved in this more than the students and this could be further explained by their self concept as above.
C. Perceived Performance in English Language Skills

TABLE 7.17  Subjects' (S) and Respondents' (T) differences in their Evaluation of Students' Performance in the English Language Skills

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean S</th>
<th>Mean T</th>
<th>sd S</th>
<th>sd T</th>
<th>t-value</th>
<th>2-tail prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 1</td>
<td>4.00</td>
<td>3.32</td>
<td>0.87</td>
<td>0.95</td>
<td>3.21</td>
<td>.004</td>
</tr>
<tr>
<td>Item 2</td>
<td>4.02</td>
<td>2.91</td>
<td>0.85</td>
<td>0.81</td>
<td>5.98</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Item 3</td>
<td>4.52</td>
<td>3.14</td>
<td>0.58</td>
<td>0.77</td>
<td>8.11</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Item 4</td>
<td>3.95</td>
<td>3.00</td>
<td>0.81</td>
<td>0.76</td>
<td>5.5</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 1</td>
<td>4.09</td>
<td>2.86</td>
<td>0.82</td>
<td>0.83</td>
<td>6.47</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Item 2</td>
<td>4.08</td>
<td>3.14</td>
<td>0.75</td>
<td>0.94</td>
<td>4.51</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Item 3</td>
<td>3.48</td>
<td>3.00</td>
<td>0.84</td>
<td>0.62</td>
<td>3.24</td>
<td>.003</td>
</tr>
<tr>
<td>Item 4</td>
<td>4.07</td>
<td>3.23</td>
<td>0.71</td>
<td>0.69</td>
<td>5.41</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 1</td>
<td>3.95</td>
<td>2.82</td>
<td>0.86</td>
<td>0.91</td>
<td>5.51</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Item 2</td>
<td>4.20</td>
<td>2.86</td>
<td>0.72</td>
<td>0.56</td>
<td>10.09</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Item 3</td>
<td>4.47</td>
<td>3.05</td>
<td>0.61</td>
<td>0.72</td>
<td>8.83</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Item 4</td>
<td>4.32</td>
<td>3.00</td>
<td>0.72</td>
<td>0.62</td>
<td>9.21</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item 1</td>
<td>3.77</td>
<td>3.00</td>
<td>0.79</td>
<td>0.82</td>
<td>4.16</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Item 2</td>
<td>3.88</td>
<td>3.09</td>
<td>0.82</td>
<td>0.87</td>
<td>4.05</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Item 3</td>
<td>3.91</td>
<td>3.00</td>
<td>0.78</td>
<td>0.98</td>
<td>4.22</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>Item 4</td>
<td>4.24</td>
<td>2.77</td>
<td>0.81</td>
<td>0.81</td>
<td>7.95</td>
<td>&lt;.005</td>
</tr>
</tbody>
</table>
Examining the table above and comparing the mean and standard deviation values of students' and teachers' perception of students' performance in each of the four language skills, one could note the differences in opinion. Teachers had lower ratings on all items than students. It is just natural that students tend to see themselves more positively than others, especially teachers, do.

D. Miscellaneous

TABLE 7.18

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>sd</th>
<th>t-value</th>
<th>2-tail prob.</th>
</tr>
</thead>
<tbody>
<tr>
<td>science course consultation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>1.38</td>
<td>0.50</td>
<td>-4.75</td>
<td>&lt;.005</td>
</tr>
<tr>
<td>T</td>
<td>1.82</td>
<td>0.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>language course consultation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>1.24</td>
<td>0.45</td>
<td>-2.24</td>
<td>.034</td>
</tr>
<tr>
<td>T</td>
<td>1.50</td>
<td>0.51</td>
<td></td>
<td></td>
</tr>
<tr>
<td>length of course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>1.31</td>
<td>0.48</td>
<td>3.02</td>
<td>.005</td>
</tr>
<tr>
<td>T</td>
<td>1.09</td>
<td>0.29</td>
<td></td>
<td></td>
</tr>
<tr>
<td>start of English teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>S</td>
<td>1.61</td>
<td>0.79</td>
<td>3.47</td>
<td>.001</td>
</tr>
<tr>
<td>T</td>
<td>1.23</td>
<td>0.43</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Teachers seemed to be happier than students in certain aspects of the teaching/learning situation, such as consulting students about the content of science as well as language courses. They also believe in an earlier beginning of learning English as a foreign language in Lebanon. It seems that teachers are more aware of the needs and necessities for setting up the university courses, whether science or language courses. Students, on the other hand, seemed more content with the duration of the English language courses; teachers advocate a longer period of time for language courses.

VI. Summary

This chapter as well as the previous one have been concerned with the analysis of data and the presentation of results according to the three main components: the students' questionnaire, the teachers' questionnaire, and the proficiency test. General conclusions based on basic findings and relationships among the various variables of
this research were drawn (discussion of possible reasons was given where relevant). These are summarized in the following.

Among the dependent variables, subjects' ratings of their overall performance in each skill in English were related to the reported frequency of using the skills. Moreover, the higher subjects rated their proficiency and performance in English skills and in French, the higher their desire was to start the study of English at an earlier stage. The three ratings of proficiency and performance, and frequency of using the English language skills are reflected in the level of anxiety in the English language class; the higher their perception of the former, the lower anxiety they reported.

As to relationships between dependent and independent variables, attitudes towards learning English was found to be affected by the use of a foreign language at home—English, French or any other—frequency of using the English language skills, and number of courses taken. If subjects use a foreign language at home, and the higher their frequency of using English language skills, the more favourable attitudes they have towards learning English. However, such attitudes change negatively as students progress in the course-series program (F=2.47; p=.06). It is also related to the university branch which also plays a role in subjects' interest in foreign languages. BUC, especially Byblos Branch, acquired the most favourable attitudes and interest among students. Parental encouragement is influenced by the number of courses taken and the subjects' age. Students who belong to the youngest age group and those who are at the first level of the course-series program perceived the highest encouragement from their parents. Age was also seen to influence the level of integrative orientation; students of the oldest age group (24-27 years) possess the highest level of this type of integration. Attitude towards English speaking people and culture is enhanced by the use of a foreign language at home. Motivational intensity is affected by students'
nationality and number of courses. Non-Lebanese students are more motivated to work for the English language course; and students who are at the final stage of the course-series program possess the highest motivational intensity after a history of a decreasing intensity (mean= 25.54 in the first course and 23.87 in the third). The number of courses taken also affects the subjects' level of ethnocentricity which seems to fluctuate throughout the language program.

The strongest relationships among attitudinal variables were found between attitudes towards learning English and each of motivational intensity, attitude towards English speaking people and interest in foreign languages; and the two types of motivation, integrative and instrumental: subjects who had high integrative motivation also possessed high instrumental motivation and vice versa. Weaker correlations were found between the variable: interest in foreign languages and attitude towards English speaking people, the two types of motivation, and motivational intensity; attitudes towards learning English and each of integrative orientation, political daily situation, parental encouragement, overall satisfaction with the English learning situation, and ratings of English language course and English language teacher.

Scores on different parts of the proficiency test correlated highly with each other, but correlations with other variables were rather weak. Scores on grammar and vocabulary were found to be related to subjects' ratings of Arabic; scores on grammar were also related to subjects' ratings of the Lebanese people.

Teachers were found to be willing to give extra time to help weak students if they perceived students' performance in speaking as poor. Among the different aspects of satisfaction, only books and activities were found to correlate with the opportunity students have to use English, time available for study, and performance in writing respectively.
These relationships are drawn altogether to form one whole picture of the English language teaching/learning experience at the two universities in the following chapter. The need to find a common thread to rationalize the teaching/learning situation at the university level in Lebanon is an attempt to suggest some solutions to what seems to be problematic. Chapter Eight is an attempt to draw a general conclusion and suggest some elements for educational and pedagogical implementations.
CHAPTER EIGHT
DISCUSSION AND CONCLUSION

The previous two chapters pointed to the findings of initial analysis of the data and the existing relationships among various variables. Based on the findings of the empirical work, this chapter draws general conclusions with reference to the review of the literature (chapter two), the educational background of the Arab countries and Lebanon (chapters three and four) and findings reported in chapter six. It also highlights the most significant relationships among the variables (chapter seven) to suggest educational and practical implications for the teaching/learning of English in Lebanon.

I. Factors Influencing Learning English as a Foreign Language in Lebanon

With reference to the social psychological factors believed to influence second language learning suggested in chapter two, the following points are made according to the three areas relevant to the empirical work of this research study: social factors, individual differences and factors affecting attitudes and motivation. Explanations or interpretations of these results were mentioned in the previous two chapters where relevant.

A. Social Factors

Social factors include those characteristics of the Lebanese social community which influence the learning of English as a foreign language, such as (i) the country's linguistic nature, (ii) the political climate, (iii) the learners' socio-economic status, and (iv) the language learning context (mentioned in chapter two).

i. The country's linguistic nature: Though it is generally believed that learners brought up in a relatively
monolingual environment of monolingual parents hardly ever develop bilingual skills— the term considered vague to describe a person’s competence in a language (chapter II, part I.A.i)— subjects in this research study proved to be "competent" in English. Scores on the proficiency test, which is designed as a university entrance examination for non-English speaking students, were up to the standard: means were equal to 8 of maximum 15 in grammar, 4 of maximum 7 in vocabulary, and 24 of maximum 39 in reading-comprehension, and 10 of maximum 20 on the writing part (though the percentage of 0 marks was relatively high, 17%, for reasons suggested in chapter five).

ii. The political climate: Learning a foreign language, English or French, is required by the Lebanese law; however, when asked whether the aims of teaching English in Lebanon are known, 63% of the respondents answered negatively. They believed it should be taught to help students express their thoughts, communicate with other people, succeed in academic and professional lives, and to know about other cultures. From the students’ point of view, English should be taught as a foreign language primarily because of its international use, and secondly for academic and professional purposes. This answers the question stated in chapter one, namely "what is the value of learning a foreign language for Lebanese university students?". The hypothesis that "instrumental orientation rather than integrative one is more applicable for the learning of English in Lebanon, fostered by an intrinsic value" (chapter one and two) is rejected. Subjects were found to possess both types of orientations, though each item of each type yielded a varying degree of orientation (refer to chapter six). This concords with Ghazawi’s results (1979) where both types of motivation were found among Lebanese learners of English. Moreover, a large number believed the beginning level of learning English as a foreign language should be as early as possible; 56% advocated Kindergarten level and 30% Elementary level. Though
correlation between the subjects’ nationality and their motivational intensity showed that non-Lebanese students displayed higher motivational intensity, one can still say that the teaching body as well as learners are aware of the benefits of learning English. What is needed to be known is the particulars of the teaching/learning: What and how is the best? This raises the issue of carrying out needs analysis of both students and society in general as just one stage in defining national goals which are to be made public, and to set syllabi for schools as well as universities— to be constantly reviewed.

iii. The subjects’ social status could not have been found except through the parents’ education and occupation. Though it is generally believed that not many students of poor background were to be found at AUB, students now coming from rural areas are increasing— as one of the deans reported— especially with the Saudi Hariri Foundation paying the tuition for 1300 students at AUB (reported in Fisk 1990). This research study reported that the majority of the subjects’ fathers were professional (78%) and university level graduates (45%) or secondary level graduates (16%). The majority of the students’ mothers were unemployed (72%), but the second highest percentage was for professionals (23%); 78% are university graduates. Though it is generally believed that students of higher social class tend to perceive their competence in the target language more favourably influencing their achievement (chapter two, part I.A.iii), the analysis of the results yielded no such relationships. The reason may be that all parents of whatever status or background have nearly the same attitude towards foreign languages, most probably a favourable one as has been revealed from the review of literature (chapter four).

iv. The language learning context in Lebanon is formal, which is believed to develop certain attitudinal/ motivational characteristics different from those
developed in a natural setting. The learners' attitudes in general were agreeable towards the English culture and English speaking people, towards learning English, and towards the English language course and teacher. Moreover, students manifested interest in foreign languages in general and showed the two types of motivation: integrative and instrumental—as discussed in section ii above. It is worth noting here the correlation between university attended and each of attitudes towards learning English and interest in foreign languages; subjects at BUC-Byblos Branch manifested the highest interest in foreign languages and the most agreeable attitudes towards learning English. It was mentioned earlier that this branch seems to centre the learner in the learning process more than the other two branches do; it utilizes what is called the "Writing Clinical Approach" (discussed in chapter four, part IV.B). The fact that it is situated in an area other than that of the other two, geographically, politically and socially and accordingly influencing the learners' attitudes, remains questionable since the students' identities were not known.

The general favourable attitudes are a reflection of the subjects' awareness of the values of English as a language as well as learning it, plus the general openness to other cultures once found among the Lebanese, and which may still be prevalent among the youth! Yet, no direct relationship was found between scores on the proficiency test and attitudinal variables except for parental encouragement and English class anxiety.

B. Individual Differences.
Individual differences will include the subjects' age, sex, personality, and attitudinal variables.

i. Most studies dealing with the level of proficiency in a second/foreign language were applicable to children learning a second language. In this study, the age range
was between 18 and 27; the subjects' age was found to be related to two attitudinal variables, namely parental encouragement and integrative orientation. The younger the students were, the more encouragement they perceived from their parents; and the two older groups—age range between 21 and 23, and 24 to 27—were the most moderately integratively oriented. Reasons were suggested in the previous chapter.

ii. The sex of the subjects did not affect any of the dependent variables, though most studies in the field of learning languages find female learners to be consistently better. The reason is that both sexes are raised to have more or less equal aspirations and provided with equal opportunities for education and profession.

iii. Subjects in general were self-confident in their proficiency in foreign languages: English, French and any other and their performance in the English language skills. Their ratings were quite high on their proficiency in English as a foreign language, especially the listening and reading skills, and none rated their proficiency as low on these two skills though there was not much difference when ratings of each of the skills was broken into four items. This reflects positively on the subjects' attitudes towards learning English in general and towards the course and their motivational intensity. The following relationships were found among some independent variables—namely students' perceptions of their performance, proficiency and frequency in using the English language skills:
1. ratings of general performance and frequency in using the skills,
2. ratings of general performance and desired starting level for learning English,
3. ratings of general proficiency and desired starting level for learning English, and
4. proficiency in French and desired starting level for learning English.
Among independent variables and attitudinal ones, the following relationships were found:

1. frequency in using the skills and attitude towards learning English,
2. (negative) frequency in using the skills and class anxiety,
3. (negative) ratings of general proficiency and class anxiety, and
4. (negative) ratings of general performance and class anxiety.

Subjects who rated their general performance as high tended to perceive a high frequency of using the English language skills and desired an earlier starting level for learning English which also correlated with ratings of proficiency in French. It is a good motive for students to have high perceptions of their academic abilities; as was mentioned in chapter five, students' perception of their abilities in a subject affects their feelings about that particular subject as well as their behaviour. Subjects' perception of their proficiency in English and performance on the language skills are related to their perception of their frequency in using the skills. The latter is in turn positively correlated with the subjects' attitudes towards learning English and negatively correlated with English class anxiety.

iv. Some attitudinal variables were found to correlate with each other. They are as follows:

1. Strong correlations were spotted between attitude towards learning English and each of interest in foreign languages, motivational intensity, attitude towards English speaking people and the English language course. Weaker correlations were found between the same variable, namely attitudes towards learning English, and integrative orientation, political situation, parental encouragement, overall satisfaction with teaching/learning situation, and English language teacher,
2. interest in foreign languages and each of instrumental orientation, integrative orientation,
motivational intensity, and attitudes towards English speaking people,
3. motivational intensity and each of integrative motivation and attitude towards the English language course,
4. parental encouragement and attitudes towards English speaking people, and
5. instrumental and integrative orientations.

These relationships are best illustrated in the following figure (figure 8.1).

FIGURE 8.1 Relationships Among Attitudinal Variables *

* less significant relationships are indicated in dotted lines and more significant ones are indicated in straight lines.
One variable, 'attitude towards learning English' seems to be the most linked to many other variables. The more favourable attitudes subjects had towards the learning of English, the more positive attitudes they held towards English speaking people; the more interest they had in foreign languages, the more effort they were willing to put in the English language course; the more integratively oriented they were, the higher their perception of parental encouragement; the more satisfied they were with the teaching/learning situation, the happier they were about the English language course and teacher, and the opposites of all these relationships are true.

These correlations are to be studied and ways to enhance attitudes towards the learning of English are here attempted. Taking the close correlation between the above mentioned variable, attitudes towards English- and interest in foreign languages for example, one may deduce that teachers should make the students to be aware of the importance of knowing foreign languages and raise their interest to learn some of them focusing on English as the international language. "Educators need to use all the teaching skills they process to educate the public about the inherent values of studying another language" (Turner 1974, p.196). Another aspect is that attitudes towards learning English could enhance and be enhanced by the students' attitudes towards the English language course, English language teacher, and overall satisfaction with the teaching/learning situation. It seems that if one of the relationships fails, the others will be directly affected. Though these are directly linked to students' concerns, the responsibility to maintain 'favourable' relationships among these variables lies heavily on teachers. Besides students, they are the most involved in the teaching/learning process- more than any of the educational institution, administration, or society. This brings us to the significance of 'proper' teacher training which is dealt with later in section II.B.
C. Factors Affecting Attitudes and Motivation

As the two variables: community beliefs and cultural expectations were thoroughly examined in chapter four, the discussion here is limited to those directly linked with the empirical work of the study, namely: parental encouragement, teachers' attitudes and personality, peer pressure, and relevance of the course as general social factors, and contact with the target language.

i. general social factors

a. Parents' proficiency in foreign languages in general and English in particular as reported by the subjects was rather high, and their encouragement to their children in the language courses as average tending towards positive. This plus the fact that about 19% of the subjects reported they use a foreign language at home is a good sign of parental provision of 'pleasant' attitudes towards foreign languages. It was found that if a foreign language is used at home, it positively influences each of attitudes towards English speaking people and towards learning English, and that the particular language used at home, in this case English, also affects attitudes towards English speaking people.

b. Teachers' attitudes and personalities were studied from the students' point of view as well as the teachers' themselves. Subjects viewed the English language teachers quite highly on professional and personal items; they also manifested a high level of general satisfaction in the teachers' personality, speaking ability, help, and availability for consultation. As to the teachers' rating of themselves, they tended to be on the favourable adjectives of the bipolar items. Respondents described their relationship with students as 'friendly' and at the same time 'disciplined'. Their beliefs about the profession in general was that it is 'socially' and not 'materially' rewarding, respectable and tiring. Most teachers showed willingness to give extra effort and time to help weaker students. As was mentioned in chapter five, when
teach teachers have positive self-concept, they reflect agreeably on the classroom atmosphere and the relationship with students, which is normally reflected in the students' general attitudes and achievement. It has to be said that there was considerable variation in the respondents' and subjects' ratings of the formers' personalities on four items: 'cool-tempered', 'consistent', 'flexible' and 'patient', where teachers saw themselves more favourably.

c. Peer pressure can be examined through the English class anxiety items, where other students in the class are involved. Between the two class anxiety items that include direct reference to "other students in class", one manifested higher level of anxiety: 'I always feel that other students in class speak better than I do'. This indicates a sense of competition more than the other item which is based on ridicule among peers: 'I am always afraid other students in class will laugh at me when I speak English'.

d. 'Relevance of the course' is tested by viewing some of the subjects' and respondents' ratings of the English language courses on bipolar items. Subjects reported such courses as highly 'necessary', 'educational', and 'meaningful', but less 'satisfying'. This is reflected in the relatively high percentage of students believing they should be consulted about the content and method of language courses (75%, while 61% believed so for science and mathematics courses). It is also manifested in the high percentage of students (64%) believing they could have accomplished more had the English language course been planned in a different way and that half of the subjects would have liked to spend more time discussing the culture of English speaking people. Thus, the question "Does the teaching of a foreign language involve inevitably the culture of that language?" stated in chapter one is worth raising and discussing.

Language is a vehicle of culture. Teaching the culture
of the target language is an essential part of teaching that particular language. Related problems often arise because there is no definition of what about 'culture' is to be taught and this leads to 'language' teaching only (Byram et al 1990). Byram and his colleagues identify four key areas which need some theoretical work:

1. "the value of cultural studies within language teaching and the contribution it makes to learners' whole education",
2. "the development of an adequate didactic for the teaching of culture",
3. "the relationship of language and cultural studies curriculum to the whole curriculum",
4. "assessment and evaluation" (pp. 3-5).

These four areas stimulating theoretical investigation are adequate in the Lebanese context and can be applicable for educational purposes. There is an urgent need to develop culture awareness among the society, educational institutions and students. Subjects in this research did not show a dangerously high level of ethnocentricity. On the contrary, they were aware of the benefits of learning English as a foreign language and they advocated an early level to start learning it. Here, the cultural studies series courses already established at each of the two universities can be employed to foster such teaching in the English language courses and at the same time benefit from some support from the language courses. However, there still remains the necessity of prior study and planning for the selection and definition of what in culture is to be taught and how. Reference to the native culture can be of use to draw comparisons and contrasts between cultures as means to develop a sense of appreciation as well as criticism of 'a culture' in general.

The authors also propose a framework model presenting various elements investigated in their research and relationships among them, from which they suggested four
models of culture teaching and learning that involve significant relationships among elements, whether statistically or by observation (refer to the book for detailed information).

As much as the students value English for various reasons and as much as they seem to have favourable attitudes towards learning it and towards its people and culture, they seem to resent certain aspects of the English language courses such as their content or methods, especially when compared to other courses, for example, "My parents think I should spend more time on my English courses" received only 21% positive answers, while "I would rather spend my time on courses other than English" received 46% positive responses.

The teachers' point of view, on the other hand, is that the goals set for the language courses at each department match what they believe the goals should be (95%), match the students' need to learn English as a foreign language (80%), and do actually match the actual teaching in the classroom (90%). Though there does not seem to be a problem from their point of view, or more correctly, they did not pinpoint what is going wrong as they often complain about the students' low achievement, there certainly exists an issue. The fact that students and teachers do not see certain concepts from the same perspective or even see any common grounds for certain issues suggests that there is a gap or lack of communication between the two essential parties of the teaching/learning situation: teachers and students. Such a gap should not exist since it leads to the benefit of none; it just leads to more misunderstanding and misconceptions of some educational issues relevant to the learning of English as a foreign language in Lebanon.

ii. Contact with Target Language and Culture: As there is little chance for direct contact with the target language people and culture in Lebanon, students have to
have maximum benefit of whatever opportunities available. 'Language Study Abroad Programs', 'Exchange Programs' and 'Excursion Programs' can be replaced by the usage of authentic materials prepared by individuals of the target language and culture or even by the learners' native language speakers bearing in mind the need to portray the target culture as it is in reality. This may include: books, magazines and newspapers, cassettes, video tapes and films, which are all easily attainable by the learners at their educational settings as well as their homes. "... each medium --- is particularly good at presenting one aspect of language teaching and not so good at presenting others, that every medium has its own rationale, its own characteristic way of presenting things." (Jones in Singleton and Little 1984, p.71). The book for example, is characterized by its suitability for self-instruction and its liability for controlling one's own pace of learning, time and place. However, it has to be supplemented by sound from the tutor or a cassette. Radio and sound cassette provide authentic foreign voices, and television and video cassettes supply general cultural context through the usage of a wide variety of symbol systems, such as spoken and written language, music, dress and gestures. However, one has to keep in mind the limitations of each. Books are 'frozen' written language; means of media—radio and television—are uncontrollable and often not directed towards learning a language or culture. Here arises the significance of the teachers' role as a means for conveying information about the target language and culture through communicating with the students as well as their role as a monitor or guide for proper utilization of each medium for language learning (Jones in Singleton and Little eds 1984). This in turn leads to the issue of teacher training and inservice programs, to be dealt with in the following part of this chapter. It is suitable here to mention the advantages of using computers as aids for language learning which may be difficult to put in practice in this particular learning
context in Lebanon in the near future for various reasons, the most prominent of which is financial ones. Each medium can be of use in the classroom as well as in the language laboratories.

Language laboratories can play a significant role to support language teaching undertaken in the classroom; "language laboratory is not an initial teaching device" (Harrison 1973, p.89). Setting up a language laboratory gives students certain learning conditions where they can be active all the time, work on their own material, be responsible for their performance and receive individual attention (Dakin 1973). Language laboratory teaching may involve one or more of the following stages: presentation, practice, development and testing. As it is currently found at BUC, the language laboratory is used as a practising device only. This conforms to the general feeling that language laboratories are considered to be more restricted than the classroom, where there is more opportunity for teacher-learner interaction. The aim is to help students practice and develop material already introduced in the class. As to the techniques employed in language laboratories, they can range from the most traditional repetition of sentences and drilling practice to the modern use of computers. Harding in 1967 talked of analogy, mutation and open-ended drills. The first refers to the production of sentences similar in structure to a given example, the second to the change of a part of a sentence and the latter as the term suggests refers to the production of sentences given a one-word stimulus. Dakin (1973) refers to these as 'meaningless' and 'meaningful' drills. He also lists listening, comprehension exercises, production exercises and problems. The first two differ from each other in that listening does not elicit any learners' overt reaction. Production exercises differ from drills in that they require the production of sentences different in grammatical structure, not identical. 'Problems' is an advanced stage exceeding understanding and
production; it involves problem solving. An example is the use of two forms of the indefinite article, 'a' and 'an' where the teacher has to help the learners to induce the role productively. The wide variety of techniques provides each learner with his/her need to supplement the classroom language learning process. Nowadays, language laboratories are seen more of a listening resource than a way of practising/drilling structure. The language laboratory can provide "a lot of listening practice, in dialogue situations, drama, news broadcasts, prose and verse readings" and gives "exposure to native speakers of both sexes and various classes and social types" (Harrison 1973, p. 91)

This raises the need to set up language laboratories at AUB and to update the material already existing at BUC. There will be a constant need to introduce new audio visual material and any other convenient techniques.

D. Conclusion About Relationships Among Variables

Looking back into the previous chapter, one should find a thread connecting the whole cobweb of relationships between the various variables. Those which are related to the attitudinal variables were discussed in B.iv above; more relationships were found among other independent variables and attitudinal ones. These relationships are best presented in the following figure (Figure 8.2).
FIGURE 8.2 Relationships Among Independent Variables, and Between Independent Variables and Attitudinal Ones (FL = foreign language)

* less significant relationships are indicated in dotted lines and more significant ones are indicated in straight lines.
From the educational practical point of view, we should look for the relationships of variables that could be in a way controlled. It is obvious that the higher the students perceive their ability and performance in using the foreign language, English, the more favourable they reflect on at least one aspect of the learning process: behaviour in the English language classroom. This is illustrated in the negative correlation between each of the students' perceived general performance, perceived frequency in using the skills, perceived general proficiency, and anxiety in the English language class. The implication is that the more students have confidence in themselves, the more relaxed they are in the English language class. This feeling of confidence could be fostered by the teachers' feedback to the students inside as well as outside the classroom; as mentioned earlier in chapter four, others' evaluations become self evaluations. This concept, if positively shaped, leads to positive performance which is reflected in the teachers' positive attitudes and performance in class, which in turn feeds back into the students' self concept and so on (figure 8.3).

FIGURE 8.3 Self Concept and Performance

Therefore, a successful student who feels capable and significant attempts to maintain a positive image of his/her ability. Teachers have to be aware of these conceptions to increase the number of meaningful awards making students view themselves positively as potential individuals. This is equally important to the teachers' role to convey information about the subject matter.
Another relevant aspect here is the students' desirable starting level of learning English at school. This variable is positively correlated with students' ratings of their general performance and proficiency. This implies that the more confident students are in their abilities, the more promising their attitudes towards starting the learning of English becomes, and the opposite is true. This is another factor fostering teachers' promising remarks and discouraging negative comments which may develop in the learner a sense of humiliation and self-unworthiness.

As to relationships between attitudinal variables and proficiency, correlations were significant between some aspects of the proficiency test and three factors only, perceived parental encouragement, English class anxiety and level of ethnocentrism. No relationship was found between performance on the proficiency test and any of the attitudes towards learning English, English speaking people or culture. This coincides with the results of two of the three studies held in Lebanon to investigate the existence of such relationships (reported in chapter two, part IV.C). Kanazi (1968) reported that proficiency was not central: there existed long term goals; and Shuman (1971) found no correlation between pupils' achievement as noted by teachers and the children's attitudes towards learning English. However, there existed negative correlation between the subjects' ratings of Arabic and of Lebanese people on one hand and scores on grammar on the other. The more highly subjects regarded Arabic and the Lebanese, the poorer they performed in grammar. This may be attributable to the ethnocentricity variable where students of high level of ethnocentrism advocate to preserve their culture through various means such as the use of their native language or favourable beliefs about their fellowmen. Other studies which reported negative correlations between attitudinal measures and proficiency in second/foreign language learning found that the more proficient students were in the target language, the more negative they were towards the target language group; however, this was not true for subjects of this research.
Though most variables of figure 8.2 could not be controlled, one can look for differences between groups of students to locate causes of these differences and gather a way to control them. Finding that older subjects perceive less parental encouragement is a hint for teachers to compensate for that; that non-Lebanese students show more motivational intensity in the English language course implies that Lebanese students need to be encouraged to do so despite what they—as a nation—are passing through; that certain branches of the universities demonstrated more interest in foreign languages and more positive attitudes towards learning English urges us to examine probable reasons, such as the use of different teaching strategies, books or student evaluation.

II. Educational and Pedagogic Suggestions

It is clear by now that many factors are involved in the teaching/learning of English as a foreign language. Some are related to the learners' attitudes and surroundings, some to the teachers, and others to the general educational setting. Dealing with these variables as subsections of three broad categories would facilitate drawing conclusions and making suggestions for the practical teaching/learning of English. The proposed categories are: the two factors most directly involved: learners and teachers, and the teaching/learning process.

A. Learners

In general, subjects seem to have positive self concept of their proficiency in the foreign languages, in their performance and frequency in using English skills. They also demonstrate interest in foreign languages, favourable attitudes towards learning English, towards the English culture and English speaking people. They possess both types of motivation: integrative and instrumental, and they have positive attitudes towards themselves and their teachers. However, the problem seems to lie in their interest in the English language courses. Referring to the analysis of this
aspect in chapter six, one clearly detects the subjects' dislike of some aspects of the courses. For example, though the perceived value of English as the international language of the century, and the view that it is urgently needed for academic and professional purposes in this specific context is quite significant, students still do not find the English language courses interesting enough. The reason may well be that they cannot see any immediate benefit of its knowledge. Looking closely at the syllabi of such courses in the two universities surveyed for the purpose of this research, one notices that the focus is on the content of the material rather than the students' needs and interests. Statements such as:

"The purpose of the course is to teach students to:
'write an intelligent, carefully thought out and carefully worded short essay',
'research and execute a properly documented term paper...',"
(BUC syllabi), or

"the student should demonstrate the ability:
'to write grammatically correct sentences showing a mastery of tenses...',
'to use a much wider vocabulary in speech and writing',
'to write longer essays'" (AUB syllabi)
do not indicate any reference to what the students may feel they should be learning, or in what areas they are interested, or what subject matters could constitute the content of the courses. The fact that subjects use English in working out arithmetic calculations more than to communicate with friends or read novels or books in English is a significant indicator of their need to learn it. The reason that came first was that English is an international language and second was that it is needed for academic and professional purposes. Obviously, communicating with people of other cultures and knowing about these cultures are not their priority, or at least for the immediate future. Here, the demand for need analysis techniques and procedures is obvious.

B. Teacher
To describe teachers, two types of characteristics are
often used: personal and professional. Robinett (in Burt, Dulay and Finocchiaro 1977) regarded personal characteristics as separate from professional competence (pp. 35-44). He believes that teachers could be made; patience, tolerance, sensitivity, warmth, open mindedness, flexibility, self confidence are innate characteristics but could be strengthened or brought up to surface. Inspiration is another essential factor. It arises from a love of teaching; it maintains freshness and spontaneity in the classroom; and it attracts and interests the students. Effective teachers draw inspiration from homely activities and listen to students’ problems and help them find solutions. Enthusiasm comes from interest in the subject matter and satisfaction that students are learning. Teachers who participated in this research saw themselves as ‘friendly’, ‘sympathetic’, ‘approachable’ and ‘patient’; similarly students saw them as ‘efficient’, ‘pleasant’, ‘intelligent’ and ‘exciting’. Moreover, teachers described their relationship with the students as primarily ‘friendly’. So, there does not seem to be a problem concerning the teachers’ personal traits as far as both parties are involved. A look at the professional traits may reveal a different perspective.

Besides possessing certain personal traits, teachers have to own some professional qualities to enable them to be ‘good’ teachers. Professional qualities are generally said to involve the knowledge of the subject matter and teaching techniques. However, a teacher of English as a second/foreign language has to know more than the English language itself: he/she has to know what constitutes language (chapter one), its value and use. In this research, not all respondents are specialized in the teaching of English as a second/foreign language. Out of the 22 respondents, 18 have English- language or literature- as background and one is specialized in education. The rest are specialized in other business or scientific fields, too far from the field of teaching English. Here, possessing personal ‘teaching’ qualities is obviously not enough. A teacher has to possess—besides knowledge in the education and teaching fields—
proper training and development of teaching skills. A teacher has to be knowledgeable in the target language and culture, linguistics and education decision-making (Hunter and Brown in Avendt 1979). Without these, there would never be a basis for a qualified teacher. After earning such qualifications, there is a constant need for updating one's knowledge through personal research, in-service programs, attending seminars and workshops... Here arises the necessity to establish research institutions, language teaching centres and in-service teaching programs to assist teachers and course co-ordinators to be better prepared for this job.

Another aspect which is often neglected but closely related and effective is the conditions of the teaching profession. Are the teachers really happy with their professional conditions? Respondents in this research were generally happy with their choice of teaching (86%) though only 59% planned to teach. Again, many find it socially rewarding (82%) but not materially so (59%). A large percent (82%) felt it was tiring; it is worth noting here that the teaching hours among the respondents ranged from six to twenty eight hours per week. This is explained by the fact that only 68% of the total respondents are full-time instructors at the universities, which implies an average of fifteen teaching hours. The rest of the respondents, i.e. part-time instructors, are teaching at schools or other colleges and universities at the same time. This could create a state of stress and fatigue in the teachers.

As to the relationship between teachers and students, it is advised- as Gittner writes (in Robinett 1977)- that teachers have to react rapidly and efficiently to the students' questions and comments, to communicate with them, give feedback inside and outside the classroom. Interpersonal relationships between the two help students do things with their language on their own. Subjects in this research study seemed to be quite satisfied with their teachers' personalities, help, and availability for consultation (see chapter six, Part I.D.i). They also
generally have a pleasant view of the English language teacher as a professional: 'efficient', 'consistent', 'approachable' and 'organized', as well as a person: 'pleasant', 'sympathetic', and 'friendly' (see chapter six, Part I.D.iii). It is also worth noting that a considerable number of subjects (84%) do not find it difficult to approach the English language teacher if they have any problems. The feelings of the rest (16%) may be attributable to the general 'shyness' and respect students have for teachers which may inhibit them from approaching their teachers easily.

Finally, Frymier (1965, pp. 214-215 in Smith 1971) gives a definition of a good teacher which—though may be regarded by some as idealistic—encompasses most characteristics involved in being a teacher. He writes, "the best teachers are those who fully comprehend the great mass of personal and social factors operating within the classroom, then, by sensitive observations and exacting methods, construct learning experiences which will be congruent with and moving in the same direction as their pupils' expectations".

C. Teaching/Learning Situation

The results and discussion of the previous two chapters indicate that the curriculum/syllabus in the Lebanese setting seems to focus on the content of the material and not the subjects themselves, nor the process of learning. That 75% of the subjects reported they should be consulted about the content and method of the language courses, while 61% thought that should happen in science courses, and that half reported they would have liked to spend more time discussing the culture of the foreign language, and that 64% thought they could accomplish more had the English language course been planned differently is a hint to focus on the students' wants and needs. On the other side of the continuum where teachers are involved, only 63% of the respondents reported to know the aims of teaching English in Lebanon. In their attempt to suggest ideal goals, they tended to focus on communicative purposes and the four language skills, e.g.
"Students should be able to:

'express themselves correctly and fluently',
'communicate orally and in writing',
'read, write, understand and speak the language', and

"To help students:

'understand the courses',
'in their individual fields of study and general field of work'."

The usage of terms such as 'properly', 'clearly', 'perfectly', 'fluently', 'correctly', and 'adequately' show that teachers are more concerned with the students' mastery level of the language rather than— for example— their interest or direct perceived benefit of the learning experience. Thus, teachers seem to believe in certain approaches to the teaching of English as a foreign language, disregarding some other significant factors, mainly socio-psycholinguistic ones. The development of the role of errors in language learning is of use here. Until the late sixties, errors were considered to be the result of interference from the mother tongue. The occurrence of such errors indicated inadequate teaching methods and techniques. Now, 'errors' imply a healthy sign of acquiring or learning a language since they represent a natural stage of the process. "...errors are not to be regarded as signs of inhibition, but simply as evidence of his strategies of learning" (Corder 1981, p.12). Since making errors is inevitable, correcting them provides negative evidence necessary to discover the correct concept or rule. So, the teacher’s role is— instead of correcting the 'error'— to supply the learner with the information or data so that he/she forms a more adequate concept of a rule (Corder 1981). Instructive teaching involves making the learners discover the right from the wrong on their own. A point worth discussing here is marking the students’ written essays starting from the beginning of the semester. Students are often discouraged by the numerous corrections and notices on their papers and shocked by the grades. Instead, they should be given the chance to discover their own mistakes— guided by some hints— and fostered to correct them themselves without fear of the grade. This gives them the opportunity to learn from their
own experiences and be aware of a different approach of discovering better ways of saying or writing their ideas. Hopefully, they will become more independent and self-confident in their linguistic abilities. Grades could be given at a later stage, where students' writing would have improved. Such an approach is more demanding of the teachers, time-wise and effort-wise, but still worthy of applying if the students' benefit is the priority.

It is also worth noting that course evaluation by students as well as teachers is worth carrying out. Students, at the beginning of the language course, should be asked what they are expecting of the course, and at the end of the course, how they feel about it. Similarly, teachers have to set their goals before starting their task and to evaluate it checking all positive and negative points. This allows for flexibility in altering the goals, content, methods of teaching and evaluation if necessary. This brings us back to Gardner's Social-Educational model which encompasses four basic elements: the social milieu, individual difference variables, language acquisition context and outcomes (discussed in chapter two, part III.C). Such a model is seen to be more comprehensive than any other since it includes—besides instructional characteristics and individual differences (Educational Model), and attitudes towards the target language group and willingness to 'acculturate' (Social Psychological Model)—the social milieu where language learning occurs. This embodies the cultural beliefs influencing the development of attitudinal variables relevant to language acquisition. Adopting this model, it is necessary to add the evaluation factor which is needed to assess the second language acquisition context, whether formal or informal.

As to the planning and using of syllabi for the English language courses, a considerable number of respondents (64%) reported they did not participate in setting the goals in their departments. It is worth noting here that all except one advocated a general syllabus where they are given guidelines but interpretations are left to them. If teachers
are the link between what is to be taught/learned and the learners, they have to have a say in setting the goals of their departments. Discussion of such goals is essential for every party: administration, teachers and students to be totally convinced of the rationale and implications.

Considering solutions, restructuring the syllabii, changing the textbooks and adopting new visual aids may not be sufficient. What is of prime significance is the students themselves; they should be the focal point. We need to attract their interest and motivation to learn the foreign language. Every student should have a motive for learning the language. This gave rise to a reaction against emphasis on teaching methods and advocation of teaching objectives and content, and curriculum design in the late 50's. Thus arises the necessity to identify the learners' needs and account for them in the educational process in a learner-centered program.

"We may be able to allow the learner's innate strategies to dictate our practice and determine our syllabus; we may learn to adapt ourselves to his needs rather than impose upon him our preconceptions of how he ought to learn, what he ought to learn and when he ought to learn it" (Corder 1981, p.13).

It has been seen that needs analysis techniques have not been considered in the Lebanese educational setting (chapter 4, part IV) resulting in the learners' and teachers' expression of displeasure of some aspects of the teaching/learning situation. Individual and societal needs can be accounted for by carrying out needs analysis though collecting information for this purpose is not easy. The principle of needs analysis may sound to some theoretical and impractical, but it is worth being put in practice if the goal is 'better' learning of English. Richterich and Chancerel (1977) give a detailed, instructive way to gather each type of information required in their book: Identifying the Needs of Adults Learning a Foreign Language (also referred to in chapter four, part IV). It is a comprehensive
reference for this topic; resorting directly to the book for
details for constructing interviews, questionnaires or any
other relevant form is seen most appropriate. Applications
of needs analysis into various educational settings is found
in Case Studies in Identifying Language Needs by Richterich,
1983. Identifying needs analysis is the starting point for
syllabus design and curriculum/syllabus design. Syllabi are
needed for teachers and learners to know what is expected of
them and also for the teaching/learning situation to be
real. As to the construction of syllabi for the English
language course at the two universities involved in the
study- and after the discussion of procedures in chapter
four, part IV- it is believed that the first step in
designing a syllabus is to set the objectives of the foreign
language program based on the information acquired from the
learners' needs analysis. The second step would be to define
the material and then grade it. The material has to match
the objectives and has to be applied in the classroom
maintaining the learners' interests. Yalden (in Brumfit
1984) says a syllabus is first a specification of content,
and at a later stage a statement about methodology and
materials.

III. Final Word and Suggestions for Future Research

The previous discussion of problems and the attempt to
suggest solutions could be summarized in one figure (8.5).

Foundational changes need to take place to set the basis
for solving the presented issues. There is no urgent need to
speak English in Lebanon, but there is a recognized need to
know the language as the language of the world. The ultimate
long-term aim should be to modify some cultural values that
have a negative impact on the teaching/learning of foreign
languages. The short-term goals to attain the desired one
should be practical. The immediate need would be to focus on
the learner's needs. Research has already been oriented
towards the learner himself/herself. The shift is from the
content and environment of study to what the learner needs
and does with his/her information. This raises the need for studies investigating the learners' and society's practical needs of learning English as a foreign language, from which teaching methods and approaches can be drawn.

The research study started by asking "what are Lebanese university students' attitudes towards learning English as a foreign language and what kind of motivation drives them to learn it?" Results showed that students in general favour the learning of English and are integratively and instrumentally motivated to learn it. These two answers should be the premises to construct fresh English language curriculum and syllabi and a basis for investigating the most appropriate means of enhancing the learners' positive attitudes and helping them overcome any obstacles in their way of mastering the language.
### Appendix A

**Number of Students Studying at AUB from 1972 to 1988**

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APPENDIX B

Students’ Questionnaire
on Their Attitudes Towards Learning English

This is not a test of any kind. It is a questionnaire designed to investigate the learning of English in Lebanon. Its purpose is to find out your attitudes towards English, in an attempt to suggest solutions to the difficulties Lebanese university students have in learning English. Our ultimate goal is to make such learning an easier and more interesting process. Therefore, it is very important for you to give answers which are as accurate and sincere as possible. There are no correct or wrong answers. The result will in no way affect your grades in the course. So, feel free to express your own opinion since nobody will see your paper: teachers or administrative staff. We need your name only to associate this questionnaire with another that you are kindly asked to fill in later on. A number will be used for all the questionnaires instead of your name.

Instructions are given for each part separately. Answer the questions according to what you really feel. Try not to think of how the question might be best answered for the researcher. Here, you have the chance to express what you need to express to make the learning of English in Lebanon better for you personally and for all students. You must choose only one alternative for each question. If none of the alternatives matches your true feelings, circle the nearest to how you feel. If you have any difficulty in answering an item, please raise your hand and we will help you.

Thank you in advance for your cooperation.
PART I
This part asks for personal information. Please, answer each question by filling in the appropriate information in the space provided or by placing a check √ before or after the correct alternative.

1. Age ______ years

2. Sex
   ______ Male
   ______ Female

3. Nationality __________________________

4. Parents' occupation: place a check √ before the correct alternative

   Father
   ______ professional (doctor, lawyer, teacher, accountant, engineer, pharmacist, businessman, landowner...) 1
   ______ skilled (electrician, blacksmith, carpenter, baker, butcher, repairman, driver, builder...) 2
   ______ unskilled (farmer, worker, shopkeeper, housekeeper, cleaner...) 3
   ______ retired, unemployed, or dead
   please, give previous occupation _____________________
   ______ other: please specify _________________________ 5

   Mother
   ______ professional (doctor, lawyer, teacher, accountant, engineer, nurse ...) 1
   ______ skilled (secretary, dressmaker ...) 2
   ______ unskilled (farmer, shopkeeper, housekeeper ...) 3
   ______ retired, unemployed, or dead
   please, give previous occupation _____________________
   ______ other: please specify _________________________ 5
5. Parents' education: place a check / after the correct alternative

| Father | University | 1 |
|        | Secondary  | 2 |
|        | Intermediate | 3 |
|        | Elementary  | 4 |
|        | none        | 5 |
| Mother | University | 1 |
|        | Secondary  | 2 |
|        | Intermediate | 3 |
|        | Elementary  | 4 |
|        | none        | 5 |

6. Is your second language English or French ?

* If your second language is English, when did you start the study of English at school?

| Kindergarten | 1 |
| Elementary   | 2 |
| Intermediate | 3 |
| Secondary    | 4 |

or if other, please specify __________________

* If your second language is French, when did you start the study of English ?

| Kindergarten | 1 |
| Elementary   | 2 |
| Intermediate | 3 |
| Secondary    | 4 |
| University   | 5 |

or if other, please specify __________________

7. Are you a student at A.U.B. or B.U.C. ?

| A.U.B. | 1 |
| B.U.C. | 2 |

8. Are you a student in Arts or Humanities or Business or Education or Engineering or Medicine or Science or Other? Specify

| Arts or Humanities | 1 |
| Business           | 2 |
| Education          | 3 |
| Engineering        | 4 |
| Medicine           | 5 |
| Science            | 6 |

or Other? Specify __________________

9. Are you a Freshman or Sophomore or Junior or Senior ?

| Freshman | 1 |
| Sophomore | 2 |
| Junior   | 3 |
| Senior   | 4 |
10. How many English language courses have you taken in college (including the one you are enrolled in)? ________

Please, check the name of course(s) taken before

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other, please give name __________

please check the name of the English course taken now

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other, please specify __________

11. Do you speak any language other than Arabic at home with your parents, sisters and/or brothers? Yes ___ 1
   No ___ 2

If yes, please specify ________________

12. How many languages do you know other than Arabic? Please indicate your level of proficiency in each skill for each language by circling one of the numbers 5 to 1 as follows:

   5 = excellent
   4 = good
   3 = fair
   2 = weak
   1 = not at all

For example, if you think you are excellent in reading in English, you circle number five as follows:

eg. English speaking __________ 5 4 3 2 1

English listening (understanding) 5 4 3 2 1
speaking 5 4 3 2 1
reading 5 4 3 2 1
writing 5 4 3 2 1
French  
listening (understanding) 5 4 3 2 1  
speaking 5 4 3 2 1  
reading 5 4 3 2 1  
writing 5 4 3 2 1  

Other (Please, specify ____________)  
listening (understanding) 5 4 3 2 1  
speaking 5 4 3 2 1  
reading 5 4 3 2 1  
writing 5 4 3 2 1  

13. How would you rate your parents' level of proficiency in foreign languages? Please use numbers 5 to 1 as in the previous question.

Father  English 5 4 3 2 1  
French 5 4 3 2 1  
Other (Please, specify _____) 5 4 3 2 1  

Mother  English 5 4 3 2 1  
French 5 4 3 2 1  
Other (Please, specify______) 5 4 3 2 1  

14. Do you have any opportunity to use English outside the University?  Yes ___ 1  
No ___ 2  
If yes, please specify ________________  

15. What was your score on the last English Entrance Exam which you took?  Score: _____  

16. If you have taken English courses before, please indicate your final grade in these courses:  
course: _____ Grade: _____  
course: _____ Grade: _____  
course: _____ Grade: _____
B. How well can you perform the following tasks? For the following sentences, please circle one of the numbers 5 to 1 as follows:

5 = perfectly
4 = well
3 = fairly
2 = not very well
1 = not at all

1. I can watch and understand movies in English without subtitles. 5 4 3 2 1
2. I can listen to and understand news broadcasts in English on the radio. 5 4 3 2 1
3. I can introduce myself in English in social situations where I have to use the English language. 5 4 3 2 1
4. I can read and understand a novel in English without frequent use of the dictionary. 5 4 3 2 1
5. I can write a report in English describing a specific task I performed. 5 4 3 2 1
6. I can listen to and understand lectures in English at the University. 5 4 3 2 1
7. I can talk about my favorite hobby or other daily activities in English. 5 4 3 2 1
8. I can read and understand newspapers and magazine articles in English. 5 4 3 2 1
9. I can write a short comment on a person, a movie, a book, or an article in English. 5 4 3 2 1
10. I can talk about a Lebanese national problem in English giving examples and illustrations. 5 4 3 2 1
11. I can listen to and understand two native speakers of English talking with each other. 5 4 3 2 1
12. I can talk about my future plans in English. 5 4 3 2 1
13. I can write biographical information about myself, my education and experience, in English. 5 4 3 2 1
14. I can read and understand directions written in English: instructions for a test or an experiment, steps in cooking, maps ... . 5 4 3 2 1
15. I can read and understand textbooks written in English in my particular field without frequent use of a dictionary. 5 4 3 2 1
16. I can write letters and personal notes in English. 5 4 3 2 1
PART II
Please read the following statements and give your immediate but sincere and accurate reaction. Indicate to what extent each statement is applicable to your own feelings by circling one of the numbers 5 to 1 as follows:

5 = strongly agree
4 = moderately agree
3 = neutral (neither agree nor disagree)
2 = moderately disagree
1 = strongly disagree

For example, if you strongly agree on the following statement, you circle number five as follows:

eg. I study English more than my classmates do. 5 4 3 2 1

1. My parents try to help me with my English. 5 4 3 2 1
2. Every person must think that his family or country is better than any other. 5 4 3 2 1
3. My parents feel I should learn English. 5 4 3 2 1
4. It is not very important for the Lebanese to learn foreign languages. 5 4 3 2 1
5. Studying English can be important for me because it will one day allow me to meet and converse with a variety of people. 5 4 3 2 1
6. The problems that Lebanon has been passing through are the result of external foreign ideas. 5 4 3 2 1
7. My parents think I should spend more time on my English courses. 5 4 3 2 1
8. I have always admired English Speaking people. 5 4 3 2 1
9. I plan to learn as much English as possible. 5 4 3 2 1
10. Studying English can be important for me because it will offer me a chance to leave my country. 5 4 3 2 1
11. I would prefer to read a book in the original language it is written in rather than in a translation into Arabic. 5 4 3 2 1
12. If I had the opportunity to see a play in English, I would definitely go. 5 4 3 2 1

13. Studying English can be important for me because it will enable me to understand and appreciate American and/or British literature. 5 4 3 2 1

14. English is an important part of the Lebanese educational system. 5 4 3 2 1

15. My parents are not interested in anything I do in my English courses. 5 4 3 2 1

16. I often wish I could read newspapers and magazines in another language. 5 4 3 2 1

17. I find it difficult to study when I see other people around me suffering. 5 4 3 2 1

18. I would rather spend my time on courses other than English. 5 4 3 2 1

19. My parents would not care if I got a high grade for my English assignment. 5 4 3 2 1

20. Studying English can be important for me because I will be more respected as a person who knows a foreign language. 5 4 3 2 1

21. Learning English is a waste of time. 5 4 3 2 1

22. Studying English can be important for me because after I finish my studies here, I might emigrate, most probably to an English speaking country and become a citizen of that country. 5 4 3 2 1

23. I enjoy listening to people speaking languages other than Arabic. 5 4 3 2 1

24. The American and British have produced outstanding artists and writers. 5 4 3 2 1

25. I get nervous and confused when I speak in the English class. 5 4 3 2 1

26. Not having a quiet corner in my house would not stop me from studying. 5 4 3 2 1
27. Studying English can be important for me because it will make me a more knowledgeable person.  5 4 3 2 1

28. I always feel that other students in class speak English better than I do.  5 4 3 2 1

29. Studying a foreign language and the culture of the people who speak that language endangers one's own cultural identity.  5 4 3 2 1

30. Studying English can be important for me because it will one day help me make friends with English Speaking persons.  5 4 3 2 1

31. If I knew there might be a strike the following day, I might postpone doing my assignments.  5 4 3 2 1

32. I am studying English only because it is a requirement.  5 4 3 2 1

33. Through my readings about English culture, I have discovered that some aspects of that culture are not as good as I had thought.  5 4 3 2 1

34. I am always afraid other students in class will laugh at me when I speak English.  5 4 3 2 1

35. Studying English can be important for me because it will one day give me the chance to know English Speaking people.  5 4 3 2 1

36. In these difficult times, I hate the idea of studying at home in the evening. I feel there are more important things I could do.  5 4 3 2 1

37. If there were an English Club in the University dealing with English poetry, drama, books, cooking, movies..., I would attend meetings.  5 4 3 2 1

38. I never feel sure of myself when I speak in my English class.  5 4 3 2 1

39. If I had the opportunity to speak English outside the classroom, I would do it.  5 4 3 2 1
Part III

This part asks about your use of the English language, your attitudes towards the English language and learning the English Language. Remember that your answers are confidential and will in no way be related to your grade in the course. So, please be as accurate and sincere as possible.

A. For the following statements, indicate to what extent each sentence is applicable to your actual behavior by circling one of the numbers, 5 to 1, as follows:

5= always
4= quite often
3= sometimes
2= hardly ever
1= never

For example, if your reaction to the following statement is 'always', you circle number 5 as follows:

eg. I speak Arabic with my friends. 5 4 3 2 1

1. I read novels in English in my leisure time. 5 4 3 2 1
2. I listen to the news in English. 5 4 3 2 1
3. I read magazines and newspapers in English. 5 4 3 2 1
4. I use some English terms at home. 5 4 3 2 1
5. I write letters in English. 5 4 3 2 1
6. I listen to songs in English on the radio. 5 4 3 2 1
7. I write personal notes in English. 5 4 3 2 1
8. I watch T.V. programs in English. 5 4 3 2 1
9. I speak English with my friends. 5 4 3 2 1
10. I watch films (video or cinema) in English. 5 4 3 2 1
B. For the following statements, please circle the number after the alternative which is most relevant to your true feelings. Circle only one.

For example, if you like a poem in English and you try to learn it by heart, you circle number 3 as follows:

eg. If I liked a poem in English, I would

try to learn it by heart.  
write it down in my notebook.  
read it once and forget about it.

1. On the average, I spend about the following amount of time doing my home study for my English course per day:

- more than two hours 5
- about two hours 4
- about one hour 3
- less than one hour 2
- no time at all 1

2. If English were not taught in schools and universities, I would

try to obtain lessons in English somewhere. 3

pick it up in everyday situations, like reading English books and newspapers, try to speak it whenever possible. 2

not care to learn English at all. 1

3. If the English teacher asks for an extra assignment, I will

definitely volunteer 3

definitely not volunteer 2

do it only if the teacher asks me directly 1

4. After I get my English essays or exams back, I

rewrite them to correct my mistakes. 3

look them over without correcting the mistakes. 2

just keep them in my file with other papers. 1

5. Considering how I study English, I can say that I

do just enough work to get along 1

will pass on the basis of luck because I do very little work 2

really try to learn English 3

6. When I have a problem understanding something we are learning in the English class, I

immediately ask the teacher for help 3

only seek help just before the exam 2

never say anything 1
7. When I am in the English class, I

volunteer answers as much as possible
answer only the easier questions
never say anything

8. Compared to other courses, when I have an English assignment, I would

do it very quickly.
do it with some effort because I have to do it.
do it whole-heartedly with interest and care.

9. When I miss a class, it is usually because I do not feel like attending.

When I miss a class, it would be because of some important event which may come up.

I never miss a class.

10. I am aiming for the following grade in the English course:

A 4
B 3
C 2
D 1

Part IV
This part asks about your attitudes towards the Modern Standard Arabic language (the written form).

A. Below are two sets of adjectives, one describing the Arabic language and the other the English language. Every set contains twelve items. You are asked to rate each language on a five point scale according to how you feel the adjective best describes the language. Do not stop to think of the scale. We are interested in your immediate response.

For example, suppose you are given a list of adjectives to describe a book that you have read. If you find that the book is extremely long, you circle number 5 in the first row; if you feel that the book is neither simple nor complicated, you circle number three in the second row; if you feel that the book is boring but not completely boring, you circle number 2 in the third row as follows:

The Book I Am Reading

<table>
<thead>
<tr>
<th>adjective</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<td>long</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>complicated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>interesting</td>
<td></td>
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<tr>
<td>short</td>
<td>1</td>
<td>2</td>
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<td>simple</td>
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<td></td>
<td></td>
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<td>5</td>
</tr>
<tr>
<td>boring</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
The Arabic Language

perfect 5 4 3 2 1 imperfect
logical 5 4 3 2 1 illogical
impure 5 4 3 2 1 pure
systematic 5 4 3 2 1 unsystematic
useless 5 4 3 2 1 useful
practical 5 4 3 2 1 impractical
complicated 5 4 3 2 1 simple
religious 5 4 3 2 1 irreligious
static 5 4 3 2 1 dynamic
valuable 5 4 3 2 1 valueless
flexible 5 4 3 2 1 rigid
expressive 5 4 3 2 1 inexpressive

The English Language

perfect 5 4 3 2 1 imperfect
logical 5 4 3 2 1 illogical
impure 5 4 3 2 1 pure
systematic 5 4 3 2 1 unsystematic
useless 5 4 3 2 1 useful
practical 5 4 3 2 1 impractical
complicated 5 4 3 2 1 simple
religious 5 4 3 2 1 irreligious
static 5 4 3 2 1 dynamic
valuable 5 4 3 2 1 valueless
flexible 5 4 3 2 1 rigid
expressive 5 4 3 2 1 inexpressive

B. For the following questions, please indicate your response by placing a check ✓ after the appropriate alternative.

1. Does your knowledge of the Arabic language help you in learning English?
   ✓ Yes
   □ No

2. Do you prefer to use an English-Arabic dictionary instead of an English-English one?
   ✓ Yes
   □ No

3. If you are performing a single Arithmetic calculation in your head, do you work it out in Arabic?
   ✓ Yes
   □ No
4. If your answer to the previous question is 'Yes', do you feel you might work it out in English in the future?  
   Yes  No

5. If you are going to say or write something in English, do you 'think' about it in Arabic before you actually say it or write it down?  
   Yes  No

6. If your answer to the previous question is 'Yes', do you feel you might 'think' about it in English in the future?  
   Yes  No

For the following questions, please circle the number next to the statement which most describes your true feelings.

1. I find studying for the English course
   - more interesting than studying for the Arabic course 1
   - about the same level as the Arabic course 2
   - no more interesting than studying for the Arabic course 3

2. During my English class, I would like to have
   - as much Arabic as possible spoken 1
   - a combination of English and Arabic spoken 2
   - only English spoken 3

3. I find the English course
   - easier than the Arabic course 3
   - about the same level as the Arabic course 2
   - harder than the Arabic course 1
Part V
A. This part asks about how you feel towards the English language course and the English language teacher. Please, indicate the extent to which you are satisfied with each of the following aspects by circling one of the three numbers as follows:

5 = extremely satisfied  
4 = quite satisfied  
3 = neutral  
2 = slightly satisfied  
1 = not at all satisfied

For example, if you are extremely dissatisfied with the University facilities, you circle number 1 as follows:

e.g. the University facilities  5 4 3 2 1

1. classroom practice of the skills learned (reading, listening, writing, and speaking)  5 4 3 2 1
2. the textbooks used  5 4 3 2 1
3. the classroom activities  5 4 3 2 1
4. the language laboratory (if any)  5 4 3 2 1
5. the type of readings assigned  5 4 3 2 1
6. the outside opportunities you have to practice the English language (like conversing in English, listening to radio broadcast, reading magazines...)  5 4 3 2 1
7. feedback (information) you get from your teacher about your progress  5 4 3 2 1
8. the way your achievement is evaluated  5 4 3 2 1
9. the time you have to prepare and study for the English course  5 4 3 2 1
10. the teacher's personality  5 4 3 2 1
11. the teacher's ability to speak English  5 4 3 2 1
12. the teacher's ability to help you learn  5 4 3 2 1
13. the teacher's availability for consultation  5 4 3 2 1
B. Below are two sets of scales, one describing your English Language Course and the other your English Language Teacher. Every set consists of ten items. You are asked to rate each concept on a five point scale.

<table>
<thead>
<tr>
<th>My English Language Course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>enjoyable</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>clear</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>monotonous</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>effortless</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>interesting</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>necessary</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>dull</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>educational</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>unrewarding</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>meaningful</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>colorful</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>satisfying</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>My English Teacher</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>cool tempered</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>efficient</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>consistent</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>dull</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>insensitive</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>unapproachable</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>pleasant</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>sympathetic</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>imaginative</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>rigid</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>friendly</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>organized</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>serious</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>competent</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>weak</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>colorful</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>impatient</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>polite</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>unintelligent</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>boring</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
C. For the following statements, please indicate your response by placing a check √ after the appropriate alternative.

1. Students should be consulted about the content and method of courses in sciences and mathematics.  ___ Yes ___ No
2. Students should be consulted about the content and method of language courses.  ___ Yes ___ No
3. I would have liked to spend more time discussing the culture of English Speaking people.  ___ Yes ___ No
4. I could have accomplished more if the English course had been planned in a different way?  ___ Yes ___ No
5. I prefer to take the English language course in the 4-5 month semester (Fall or Spring) instead of the concentrated 5-6 week semester in summer.  ___ Yes ___ No
6. I think the teaching of English in Lebanese schools should start at the following level:
   ___ Kinder Garten
   ___ Elementary
   ___ Intermediate
   ___ Secondary
   ___ University

7. The following are six goals of learning English as a foreign language. Please, rate the following six statements according to their importance to you by writing one of the numbers 1 to 6, where 1= most important and, 6= least important, in the blank after each statement.

   The English Language should be taught because:
   It makes persons more knowledgeable ___
   It helps in professional purposes ___
   It contributes to communication and interaction with other cultures ___
   It is an international language ___
   It aids in knowing about other cultures and people ___
   It plays a major role in academic purposes, e.g reading books and articles written in English, pursuing higher education ...

8. Do you think that your actual learning of English in the University matches your own goal? ___ Yes ___ No
Part VI
This part requires your rating of *yourself*, your rating of the Lebanese people, your rating of English Speaking people, and your rating of your ideal person according to a list of adjectives.

Circle one of the numbers 5 to 1 as in the previous part.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Rating</th>
<th>My Rating of Myself</th>
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</thead>
<tbody>
<tr>
<td>modest</td>
<td>5 4 3 2 1</td>
<td>arrogant</td>
</tr>
<tr>
<td>helpful</td>
<td>5 4 3 2 1</td>
<td>unhelpful</td>
</tr>
<tr>
<td>economical</td>
<td>5 4 3 2 1</td>
<td>extravagant</td>
</tr>
<tr>
<td>competent</td>
<td>5 4 3 2 1</td>
<td>incompetent</td>
</tr>
<tr>
<td>unintellectual</td>
<td>5 4 3 2 1</td>
<td>intellectual</td>
</tr>
<tr>
<td>efficient</td>
<td>5 4 3 2 1</td>
<td>inefficient</td>
</tr>
<tr>
<td>stubborn</td>
<td>5 4 3 2 1</td>
<td>flexible</td>
</tr>
<tr>
<td>kind</td>
<td>5 4 3 2 1</td>
<td>unkind</td>
</tr>
<tr>
<td>considerate</td>
<td>5 4 3 2 1</td>
<td>inconsiderate</td>
</tr>
<tr>
<td>broadminded</td>
<td>5 4 3 2 1</td>
<td>narrowminded</td>
</tr>
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<td>5 4 3 2 1</td>
<td>sincere</td>
</tr>
<tr>
<td>sensitive</td>
<td>5 4 3 2 1</td>
<td>insensitive</td>
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</tr>
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<td>happy</td>
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<td>sad</td>
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<td>confident</td>
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<td>clever</td>
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<td>optimistic</td>
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<td>successful</td>
<td>5 4 3 2 1</td>
<td>unsuccessful</td>
</tr>
<tr>
<td>patient</td>
<td>5 4 3 2 1</td>
<td>impulsive</td>
</tr>
</tbody>
</table>
My Rating of The Lebanese People

modest 5 4 3 2 1 arrogant
helpful 5 4 3 2 1 unhelpful
economical 5 4 3 2 1 extravagant
competent 5 4 3 2 1 incompetent
unintelligent 5 4 3 2 1 intellectual
efficient 5 4 3 2 1 inefficient
stubborn 5 4 3 2 1 flexible
kind 5 4 3 2 1 unkind
considerate 5 4 3 2 1 inconsiderate
broadminded 5 4 3 2 1 narrowminded
insincere 5 4 3 2 1 sincere
sensitive 5 4 3 2 1 insensitive
reasonable 5 4 3 2 1 unreasonable
friendly 5 4 3 2 1 unfriendly
passive 5 4 3 2 1 active
happy 5 4 3 2 1 sad
illogical 5 4 3 2 1 logical
religious 5 4 3 2 1 irreligious
trustworthy 5 4 3 2 1 untrustworthy
sophisticated 5 4 3 2 1 natural
shy 5 4 3 2 1 confident
clever 5 4 3 2 1 stupid
stable 5 4 3 2 1 unstable
enthusiastic 5 4 3 2 1 unenthusiastic
optimistic 5 4 3 2 1 pessimistic
unteachable 5 4 3 2 1 teachable
dependable 5 4 3 2 1 undependable
nervous 5 4 3 2 1 calm
successful 5 4 3 2 1 unsuccessful
patient 5 4 3 2 1 impulsive

My Rating of English Speaking People

modest 5 4 3 2 1 arrogant
helpful 5 4 3 2 1 unhelpful
economical 5 4 3 2 1 extravagant
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<thead>
<tr>
<th>Attribute</th>
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**My Rating of My Ideal Person**

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broadminded 5 4 3 2 1 narrowminded
insincere 5 4 3 2 1 sincere
sensitive 5 4 3 2 1 insensitive
reasonable 5 4 3 2 1 unreasonable
friendly 5 4 3 2 1 unfriendly
passive 5 4 3 2 1 active
happy 5 4 3 2 1 sad
illogical 5 4 3 2 1 logical
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trustworthy 5 4 3 2 1 untrustworthy
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clever 5 4 3 2 1 stupid
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enthusiastic 5 4 3 2 1 unenthusiastic
optimistic 5 4 3 2 1 pessimistic
unteachable 5 4 3 2 1 teachable
dependable 5 4 3 2 1 undependable
nervous 5 4 3 2 1 calm
successful 5 4 3 2 1 unsuccessful
patient 5 4 3 2 1 impulsive

I remind you that your response to this questionnaire is strictly confidential. Your name is needed only to associate this questionnaire with another that you are kindly asked to fill in later on. In an extreme case, if you cannot possibly mention your name, you can choose a code: any name or number or BOTH, BUT you will have to remember it or write it down on a card which you will keep for future reference. We appreciate your help and look forward to your future cooperation.

Name (or code) : _______________________

Thank you for your cooperation
APPENDIX C

The English Proficiency Test

This is a proficiency test of English. It aims at assessing your level in the English Language only for
the purpose of this research. The result is kept confidential; therefore, it will in no way affect your
grades in the course.

This test is composed of four parts. Please read the instructions for each part carefully and
answer accordingly in the space provided. Here is a general description of the test:

1. Writing: You are given two graphs, one representing total injuries in road accidents in
Warwicshire (a county in England) in 1986, and the second representing total number of
people of different ages involved in these accidents. You are asked to interpret these two graphs
verbally into an essay.

2. Individual Grammar Items: You are given a paragraph about 'ferns' with one word missing from
each line. You have to mark the place where the word is missing and provide this word.

3. Individual Vocabulary Items: You are given a passage entitled "Can We Control The Climate"
and a list of words. You are asked to replace certain words or phrases in the passage with words
from the list.

4. Comprehension: You are given a passage of eight sections entitled "The Flying Baby" and
followed by four questions. You are first asked to choose headings for seven sections from a
given list. Second, you have to indicate whether five related statements are true or false. Third,
you have to fill in a table of forty boxes where appropriate. And forth, You are given a passage
to be filled with suitable information in the text.

I remind you that your name is needed only to associate this test with the questionnaire you
have completed. I would like to thank you for your cooperation and wish you all success in your
studies.
Question 1.

Study the graph and chart on page 3. They provide information about road accidents in Warwickshire in 1986.* Write a report to accompany the graph and chart in which you should describe the most significant features and suggest reasons for some of them (such as rush hour traffic, pub closing times, etc).

A good answer will probably be about one page long. Your report should not include all the details given in the illustrations.

*The figures represent accidents involving drivers, passengers and pedestrians.
Figure 1. Total of fatal, serious and slight injuries in road accidents at different times of day for 1986

Figure 2. Total number of people of different ages involved in road accidents in 1986
Question 2

In the following passage one necessary word has been omitted from each line. Mark the place where you think such a word has been omitted, X, and in the space provided write the word that has been omitted.

1. Ferns are among the oldest groups of plants existing this ............................................
2. planet, far older the flowering plants. It has been estimated ............................................
3. that is over five hundred million years since ferns evolved ............................................
4. in the Palaeozoic times. These primeval ferns their allies ............................................
5. evolved in sea from lower organisms which then colonized the land. ............................
6. This ancient history of ferns is reflected their present day ............................................
7. needs fertilization cannot take place in the absence of water. .................................
8. This provides evidence of their evolution from aquatic forms life. ............................
9. The life cycle of ferns is a fascinating and it is only in ............................................
10. the last hundred years that the mystery of sexual processes ...............................
11. has discovered. Until the advent of the microscope their ............................................
12. reproduction technique remained unobserved and unknown for this ....................
13. reason were named the Cryptograms, which means hidden. ................................
14. Unlike the flowering plants, they never produce seeds have ................................
15. evolved a life cycle is among the most remarkable of all plants. ............................
Question 3.

In question 3B, some words and phrases are given which can be substituted for words and phrases in the following passage without changing the meaning.

Write the exact word or words from the passage in the spaces provided in question 3B. Note that the words and phrases in question 3B are in the same order as they occur in the passage.

Can we control the climate?

The control of climate has been among Man's earliest dreams and earliest successes. Our ancestors discovered that regions that become excessively cold in winter can be made habitable by building fires in caves and by erecting shelters about themselves. These were consciously thought out acts of climate control, of far greater importance than anything we have done since.

However, what we are concerned with is climate control on a much larger scale. That is, the long-term major changes in climate which might be caused by deliberate actions of Man, and which should not be confused with the much debated subject of “weather control” as applied to individual clouds or transitory weather systems.

Climate control in the sense used here has become a not uncommon topic of luncheon conversation and even public utterance by reputable scientists. Indeed it is alleged engineers in the Soviet Union have practised it—with some success—converting permafrost regions into arable land by sprinkling snow with coal dust to encourage melting, and keeping Arctic harbours open by the construction of systems of dams and pumps. But as yet, for most of us such control of the climate is merely the subject of dreams.

Question 3B

(a) triumphs

(b) our subject

(c) brought about

(d) controversial

(e) transforming

(f) induce

(g) only
The Flying Baby

Lower air fares have meant that an increasing number of people today travel abroad, including families with children. To many parents the prospect of a long flight with a young family is daunting and they may discuss these problems with the health visitor or clinic nurse. This article explains some of the common side-effects of air travel and offers guidance to nurses on how to advise parents on coping on aeroplanes with children. We also look at the facilities available for children on some of the major airlines.

It is essential to plan a trip carefully in advance and to know the length of the journey, time of arrival, weather to expect and what clothes children will need. Airlines differ in the facilities they offer and these should be checked on booking. Most have emergency supplies of disposable nappies, supplies of books and games for older children, and provide a child’s menu if at least a week’s notice is given. Some will provide milk and baby food whilst others will only warm them up.

Find out what is available when booking. There are usually private places where mothers can breast feed, and fold down tables in the lavatories for nappy changing.

Advise parents to check in early, so that they can get the bulkhead seats which have more leg room. Some airlines will let mothers with young children on first.

Infants may not travel alone but a child over five will be looked after, by arrangement with the airline, from check-in to customs clearance and luggage check-out at the other end. This must be pre-arranged with the airline.

Physical Problems of Flying

(a) Everybody gets dehydrated on planes because the air is dry and so breast-feeding mothers may face extra demand or have to give extra water. For the same reason they will have to increase their own liquid intake, although alcohol should be avoided because of its diuretic effect. Children will need plenty of milk, water and fruit juice.

(b) Our biological (circadian) rhythms are related to, and strongly linked with, environmental factors such as day and night, and habits of work or pleasure. They are somehow controlled within the body and can, by travelling across different time zones, go out of phase and need to readjust.

Jet lag also affects children so that when they arrive at their destination, they may be hungry or awake at the wrong times, or tired and grumpy in the day. The severity of jet lag depends on many factors, for example, the direction of the flight, age (older people take longer to recover than young) and general health.

(c) Modern jet planes normally travel at high altitudes in calm weather so that motion sickness, except in a few susceptible individuals, is unlikely. If children feel sick, they will probably feel better if they are allowed to be sick in the paper bag supplied in front of the seat.

(d) As an aircraft ascends, the surrounding pressure decreases and the air in the middle ear expands to escape through the eustachian tube. The ears may feel full, or click, until the pressure on both sides has equalized.

During the descent of an aircraft, cabin pressure alters gradually and the eustachian tube must be actively opened by swallowing or yawning. Failure to do this results in negative pressure in the middle ear and a vacuum which causes pain, deafness and tinnitus.

To protect your children against discomfort and possible ear damage never let them fly with:

• A bad cold or an ear infection, an attack of hay fever or allergy
• Swollen adenoids
• Otitis media

After a cold drugs, such as anti-histamines, which reduce the swelling of the nasal mucosa, may help a child feel more comfortable if taken a week or so before the flight (if there is nasal congestion), as can nasal decongestant sprays.

Do not let children sleep horizontally and make sure they stay awake during the descent.

As soon as sensations are felt during descent, start chewing, swallowing and popping the ears by holding the nose and forcing air down it with a closed mouth. For older children this can be turned into a game. A spokesman for TWA said that it is a good idea to let babies scream their heads off because this helps equalize the pressure. Babies can also be helped by being fed, in a sitting position, during descent.
• Adults with children under two years old should fasten the seat belt around the hips and hold the baby on the lap. If the “fasten your seatbelt” light comes on during the flight, this should be repeated. Children sleeping in portable bassinets should be removed and held until the seat belt sign has been turned off.
• Passenger seat belts are suitable for children over two and a pillow behind the child can make a snug fit.
• Children should never be allowed to wander around in the aisles.
• Parents should be certain to read the safety information supplied by the airline, which is always stored in the pocket in front.

• Tell them what to expect.
• Give them plenty of rest before the flight.
• Make sure they drink a lot of water and fruit juice before, during and after the flight.
• Dress them in layers of loose, natural wool or cotton clothes and comfortable shoes. Avoid tight clothes because ankles and stomachs can swell.
• Allow them sweets to suck during take-off and descent.
• Give them a light meal during the flight.
• Keep them entertained.
• Babies who have just begun to crawl or walk can object to being in a confined space for a long time and may be a problem. A favourite toy or food and drink can help in moments of desperation. The vibrations of the plane may, hopefully, lull them to sleep.

Take a small piece of hand luggage with:
• At least one change of clothing
• A plastic bag to hold soiled or wet clothing
• A selection of toys, books and games (most airlines have a supply of these for older children)
• Sweets for sucking during take-off and descent and fruit for the flight
• Take water and fruit juice, a changing mat, baby food with dishes and spoons, bibs, a change of clothing, plenty of disposable plastic bags and moist baby wipes or a damp flannel for sticky fingers and mouths
• Enough disposable nappies (over-estimate!) to last the flight, although airlines usually carry emergency supplies
• Baby food (many airlines will provide this if notified in advance)
• Other items to keep your child clean, such as baby wipes, oil, talcum powder etc.

We give details of just a few of the facilities offered to parents with young children. Exclusion from this list is due to limited space in the journal and in no way reflects on other airlines, all of whom offer facilities for children. Details are available on booking.

AIR NEW ZEALAND—New Zealanders tend to travel with their families and so this airline has good facilities for children (details available on booking), for example bassinets, disposable nappies, bottles and teats in case the mother runs out. (They are expected to take their own.) Special children’s meals of hamburgers, sausages and jellies can be booked and there are plenty of games and books on board.

PAN AM—Also offer similar facilities and produce a leaflet called “Travelling with Children” which is full of useful information.

TWA—Provide carrycots and toys for children. They will heat up milk but do not provide baby foods. They have toys and books on board.

AIR INDIA—Mothers are given bulkhead seats and carrycots are available. They will supply milk, baby foods and special diet meals as long as prior arrangements have been made. If the plane is empty they will provide special seats for breast feeding.

BRITISH AIRWAYS—Games packs are carried on board, both for older and younger children. A visit to the flight deck can also be arranged provided the captain is not too busy. All flights carry boiled sweets, and special meals can be ordered in advance and can be served before the parents’ meal. Collapsible pushchairs can be stored in the passenger cabin.

Young children may be tired and disorientated and a familiar bedtime routine established as soon as possible will help them to settle once the destination has been reached, especially if they have been allowed to unwind and relax a little first.
Question 4

4.1 One of the eight sections, Section 3, has a heading and the rest have no headings. From the list given below choose an appropriate heading for each of the 7 sections which have no heading. Write the headings in the spaces provided below.

Children flying alone  
Forward planning  
Entertainment on board  
Travel medicine kit  
In-flight hand luggage  
On arrival  
Holiday luggage  
Making children comfortable  
The flying family  
Food and drink on board  
Safety points  
A look at some airlines

1.  
2.  
3. Physical Problems of Flying  
4.  
5.  
6.  
7.  
8.  

4.2 Five statements are given below. In the box below mark T if the statement is true or F for false in column one. In column two write the number of the section(s) which contained the information you used to make your decision.

(a) A 6-year-old can travel alone on a plane.
(b) All airlines have facilities for mothers to breast-feed in private.
(c) A limited intake of fluid is recommended during the flight.
(d) 3-year-olds can use adult seat belts.
(e) Feeding your baby in a horizontal position will reduce discomfort in its ears.
(f) Children are rarely airsick.

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<td>b</td>
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<td>c</td>
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APPENDIX D

Teachers' Questionnaire

The purpose of this questionnaire is to investigate the teaching and learning of English in Lebanon. It is designed to find out the attitude of teachers towards the students, the teaching profession and the syllabus. We are seeking your help in an attempt to evaluate the whole system: identify the problems and suggest solutions. Please feel free to express your true feelings. There is absolutely no attempt at evaluating the teacher, personally or professionally. Your response is strictly confidential. Thank you in advance for your cooperation.

Part I
This part asks for personal information. Please, answer the questions by filling in the appropriate information in the space provided or by placing a check after the correct alternative.

1. Name ______________________
2. Sex Male ____ Female ____
3. Marital Status Single ____ Married ____ Other ____
4. Age 20's ____ 40's ____ 30's ____ 50's ____ 60's ____
5. Highest Degree Obtained B.A. ____ Ph.D. ____ M.A. ____ Other ____
6. Field of specialization (Major) ______________________
7. Institution of higher studies ______________________
8. Kind of teacher training ______________________
9. Years of teaching experience _______ years
10. Status full-time ____ part-time ____
11. Number of teaching hours/week _______ hrs/week
Part II
This part asks about your attitude towards the teaching profession

A. Please encircle one of the numbers 3, 2 or 1 as follows:

3= yes  2= undecided  1= no

1. Did you plan to teach English when you were in college?  3  2  1
2. Are you happy with your choice?  3  2  1
3. Would you change your profession if you found a more suitable one?  3  2  1
4. Is the teaching profession rewarding?
   materially  3  2  1
   socially  3  2  1
5. Is the teaching profession enjoyable  3  2  1
   tiring  3  2  1
   satisfying  3  2  1
   respectable?  3  2  1
6. Do you feel that your interest in the profession has decreased as years passed?  3  2  1
7. Do you feel satisfied if only few students show progress?  3  2  1
8. Do you give extra assignments to help the students overcome their points of weakness?  3  2  1

B. Please answer the following questions by checking the correct alternative.

1. How would you describe your relationship with your students?
   (you may check more than one)
   ___ formal
   _____ disciplined
   _____ friendly
   _____ strict
   _____ informal
   _____ permissable

2. Do you make any attempt to know a little about the students’ background at the beginning of the semester?
   ___ definitely yes
   ___ only to those whom I feel I should know more about
   ___ not at all

3. Are you willing to give extra time to help weak students?
   ___ Not more than my assigned office hours
   ___ Yes, if I find that the student really needs help
   ___ I do not give extra help to individual students
4. Do you remain optimistic and try to help the students overcome their points of weakness?

- Yes, always
- It depends on the general atmosphere of the class
- No, I find it difficult to maintain such a feeling

C. Please use the following set of scales to describe your personality as a teacher. You are requested to kindly rate yourself on a five point scale by encircling one of the numbers 5 to 1:

- Cool tempered: 5 4 3 2 1 hot tempered
- Flexible: 5 4 3 2 1 rigid
- Weak: 5 4 3 2 1 strong
- Consistent: 5 4 3 2 1 inconsistent
- Friendly: 5 4 3 2 1 unfriendly
- Unsympathetic: 5 4 3 2 1 sympathetic
- Serious: 5 4 3 2 1 has a good sense of humour
- Unapproachable: 5 4 3 2 1 approachable
- Organized: 5 4 3 2 1 unorganized
- Patient: 5 4 3 2 1 impatient
Part III
This part asks about your attitudes towards the teaching/learning situation and towards the students' performance in general.

A. Please indicate the extent to which you are satisfied with each of the following aspects by encircling one of the numbers 5 to 1 as follows:

- 5 = extremely satisfied
- 4 = quite satisfied
- 3 = neutral
- 2 = slightly satisfied
- 1 = not at all satisfied

1. classroom practice of the skills taught 5 4 3 2 1
2. the textbooks used 5 4 3 2 1
3. the classroom activities 5 4 3 2 1
4. the language laboratory (if any) 5 4 3 2 1
5. the type of readings assigned 5 4 3 2 1
6. the facilities the University offers for the teaching of English 5 4 3 2 1
7. the outside opportunities the students have to practice the English language 5 4 3 2 1
8. feedback you give to the students about their practice 5 4 3 2 1
9. the way you evaluate the students' achievement 5 4 3 2 1
10. the time students have to prepare and study for the English course 5 4 3 2 1
11. your availability for consultation 5 4 3 2 1

B. For the following questions, please indicate your response by placing a check after the appropriate alternative.

1. Does the students' knowledge of the Arabic language help them in learning English? ___ Yes ___ No

2. Do the students prefer to use an English-Arabic dictionary rather than an English-English one? ___ Yes ___ No

3. If the students are performing simple arithmetical calculations in their mind, do they work it out in Arabic? ___ Yes ___ No

4. If your answer to the previous question is 'Yes', do you believe the students might work it out in English in the future? ___ Yes ___ No

5. If the students are going to say or write something
in English, do you believe they 'think' about it in Arabic before they actually say it or write it down? Yes No

6. If your answer to the previous question is 'Yes', do you believe the students might 'think' about it in English in the future? Yes No

C. How well do you think your students can in general perform the following tasks? Please circle one of the numbers 5 to 1 follows:

5= perfectly
4= well
3= fair
2= not very well
1= not at all

1. Watch and understand movies in English without subtitles. 5 4 3 2 1
2. Listen to and understand news broadcasts in English on the radio. 5 4 3 2 1
3. Introduce themselves in English in social situations where they have to use English. 5 4 3 2 1
4. Read and understand a novel in English without frequent use of the dictionary. 5 4 3 2 1
5. Write a report in English describing a specific task they performed. 5 4 3 2 1
6. Listen to and understand lectures in English at the University. 5 4 3 2 1
7. Talk about their favorite hobbies or other daily activities in English. 5 4 3 2 1
8. Read and understand newspapers and magazine articles in English. 5 4 3 2 1
9. Write a short comment on a person, a movie, a book, or an article in English. 5 4 3 2 1
10. Talk about a Lebanese national problem in English giving examples and illustrations. 5 4 3 2 1
11. Listen to and understand two native speakers of English talking with each other. 5 4 3 2 1
12. Talk about their future plans in English. 5 4 3 2 1
13. Write biographical information about themselves, their education and experience, in English. 5 4 3 2 1
14. Read and understand directions written in English: instructions for a test or an experiment, steps in cooking, maps ... . 5 4 3 2 1
15. Read and understand textbooks written in English in their particular field without frequent use of a dictionary. 5 4 3 2 1

16. Write letters and personal notes in English. 5 4 3 2 1
Part IV
This part asks about your attitude towards the syllabus.

A. Please answer the questions by checking the correct alternative or by filling in the appropriate information.

1. Are the aims of teaching English in Lebanon known to you and to all teachers of English? Yes ___ No ___

2. What do you think the aims of teaching English to university students should be?

3. Has your department set any goals for the teaching of English? Yes ___ No ___

*If your answer to question 3 is 'Yes', please answer questions 4 to 8; if it is no, go on to question 9.

4. Do these goals match the ones you mentioned above in question 2? Yes ___ No ___

5. Do you feel that these goals match the students' needs to learn English as a foreign language? Yes ___ No ___

6. Did you have a say in setting these goals? Yes ___ No ___

7. Do you think your actual teaching matches these goals? Yes ___ No ___

8. Are the students aware of these goals? Yes ___ No ___

9. Do you think that the students feel the need to learn English? Yes ___ No ___

If no, is it because they are not aware of the goals? Yes ___ No ___

10. What kind of syllabus do you now have?

___ open, where decisions about what and how to teach are left entirely to you

___ general, where you are given guidelines, but where interpretation is left to you

___ rigid, where you are given a day to day schedule
11. What kind of syllabus would you like to have?

___ open, where decisions about what and how to teach are left entirely to you
___ general, where you are given guidelines, but where interpretation is left to you
___ rigid, where you are given a day to day schedule

B. For the following statements, please indicate your response by placing a check / after the appropriate alternative.

1. Students should be consulted about the content and method of courses in sciences and mathematics. ___ Yes ___ No

2. Students should be consulted about the content and method of language courses. ___ Yes ___ No

3. Students would have liked to spend more time discussing the culture of English Speaking people. ___ Yes ___ No

4. Students could have accomplished more if the English course had been planned in a different way. ___ Yes ___ No

5. It is better if students take the English language course in the 4-5 month semester (Fall or Spring) instead of the concentrated 5-6 week semester in summer. ___ Yes ___ No

6. I think the teaching of English in Lebanon should start at the following level:

___ Kinder Garten
___ Elementary
___ Intermediate
___ Secondary
___ University
Part IV
To what extent do you think the following factors influence the students’ attitudes towards and/or achievement in learning English?

5 = highly important  
4 = sometimes important  
3 = neutral  
2 = somewhat unimportant  
1 = highly unimportant

1. The student’s age 5 4 3 2 1  
2. The student’s sex 5 4 3 2 1  
3. Parents’ education and occupation 5 4 3 2 1  
4. Number of years studying English 5 4 3 2 1  
5. Knowledge of other languages 5 4 3 2 1  
6. Ethnocentrism 5 4 3 2 1  
7. Attitude towards foreign languages 5 4 3 2 1  
8. Attitudes towards English speaking people 5 4 3 2 1  
9. The present political situation 5 4 3 2 1  
10. Attitude towards the Arabic language as the native language 5 4 3 2 1  
11. The teacher’s personality 5 4 3 2 1  
12. The content of the English language course 5 4 3 2 1  
   the skills stressed 5 4 3 2 1  
   the books and readings assigned 5 4 3 2 1  
13. The teaching procedure 5 4 3 2 1  
   the teaching approach 5 4 3 2 1  
   the evaluation procedure 5 4 3 2 1  
14. The opportunity the student has to practice the language 5 4 3 2 1

Thank You For Your Cooperation
APPENDIX E

Teachers' Questionnaire—Part II. A

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<th>Undecid.</th>
<th>No</th>
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TABLE 6.13.a  Number of Study Hours for English Language Course Per Day

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### APPENDIX F

**Marks in Proficiency Test**

#### TABLE A.1  Marks in Writing

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**Total possible = 20**

**Minimum score = 0**

**Maximum score = 20**

**Mean = 9.927**

**Mode = 0**

**Median = 11**

#### TABLE A.2  Marks in Grammar

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**Total possible = 20**

**Minimum score = 0**

**Maximum score = 13**

**Mean = 7.872**

**Mode = 11**

**Median = 8**

#### TABLE A.3  Marks in Vocabulary

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**Total possible = 20**

**Minimum score = 0**

**Maximum score = 7**

**Mean = 4.226**

**Mode = 5**

**Median = 4**
### TABLE A.4 Marks in Reading

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- **Total possible** = 20
- **Minimum score** = 0
- **Maximum score** = 38
- **Mean** = 23.793
- **Mode** = 28
- **Median** = 25


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