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Motivation for learning English in Jordan

Ahmad, Jihad Hasan

MOTIVATION FOR LEARNING ENGLISH IN JORDAN

Jihad Hasan Ahmad

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ABSTRACT

This study of English language teaching in Jordan commences with a brief discussion of the historical factors which have affected the Jordanian educational system and describes current educational provision. This is followed by a survey of the literature and a discussion of the various theories of English language teaching which have been advanced.

In order to ascertain the relevance of these theories to English language teaching in Jordan a random sample of two-hundred English language students from a variety of backgrounds was required to complete a questionnaire and test paper. The rationale of the organisation of the questionnaire and test paper is discussed and the students' results are subjected to a detailed statistical analysis.

This analysis highlights the difference between students from rural and urban backgrounds and the difference between private and state school students. Many other factors such as attitudes towards English teachers, attitudes towards textbooks, the social advantage of learning English, attitudes towards English language in general and outside school factors are also seen as determining students' attitudes and motivation. The findings of this study indicate that these are primarily instrumental as opposed to integrative.

The thesis concludes by reviewing the major findings and by enumerating a number of recommendations designed to improve English language teaching in Jordan.

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DEDICATION

To my late father: the good example.

ACKNOWLEDGEMENTS

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INTRODUCTION

EDUCATION IN JORDAN

A. *History of Education*

The modern history of education in Jordan can be dated from 1921 after more than 400 years of Ottoman occupation. At that time the educational system was very poor and old fashioned based mainly on "Kuttabs" - the name given to some religious schools at the time - which taught only the basic subjects for a period of six years.

Until the end of World War One Transjordan formed a neglected part of Syria which was itself part of the Ottoman Empire. Transjordan as a separate entity, a constitutional state under British tutelage, came into existence in 1923. Full independence was not achieved until the signing of the Treaty of London in May 1946. The new educational system, however, began to take shape in 1921 when many new schools were opened in the main towns. By 1930 these had spread to some country areas and the Amman Secondary Industrial School had been established as a trade school. The main factor which hindered the development of education at this time was the Emirate of Transjordan's lack of capital. The total number of schools by the end of 1930 was still only 30.[1]

The period of the British Occupation and the complete control of every aspect of life which went with it created among the Jordanian people a feeling of dissatisfaction and a lack of enthusiasm for educational development. During the British Mandate no significant improvements were made because this was a period of oppression and occupation. In 1945-1946 only 28% of the children of school age were actually enrolled in schools.

Between 1921 and 1946 most parents were financially unable to educate their children or to send them to the capital or other main cities such as Salt for education. Furthermore, the capacity of existing schools was severely limited and most schools in villages were only of the three year "Kuttabs" type. The number of students who completed secondary schools in 1946-47 was only 37, 77 students completed the intermediate stage and only 8 students finished the courses at the vocational school of Amman in a country whose population was then about 400,000 people.[2]

The first regulation concerning the organisation of the Jordanian educational system was only passed as late as 1939. In 1945-46 the number of schools in the country was as follows: 21 complete public city primary schools of seven grades and 7 city elementary schools of four or five grades, 44 village schools of which one was of two grades, one of three grades, and 42 of four grades.[3]

The first regulation concerning private schools was passed in 1949. It stated that private schools could be opened only with the permission of the Ministry of Education.[4] In 1944-45 the primary school Certificate was granted for the first time after a public examination. In this examination 118 boys and 26 girls passed. In the secondary examination of the same year 14 students passed out of a total of 55 who took the examination. The major aim of education became the passing of these examinations and the efforts of students and teachers were directed towards memorising the body of knowledge required to achieve this.

Education in Palestine was organised very differently. At the beginning of this century it was divided into four stages:

1.   The lower elementary: from seven to eleven years of age for

boys, and from six to ten years for girls. Education at this

level was free of charge.

2.   Higher elementary: a stage of four years which was also free.

3.   Lower secondary: a stage of three years also free but confined

to only three schools in Jerusalem, Nablus and Acre.

4.   Higher secondary: a stage of three years which was fee paying

and which was available at only one school.[5]

In addition to these state supported schools there were also private

schools, both foreign and national.

This system continued until the defeat of the Ottoman Empire.

When the British occupied Palestine they closed most of the private

schools, particularly the German, Russian and French ones, leaving the

public schools much as they were. The only major change which was made

concerned the teaching of languages; Turkish was withdrawn and was

replaced with Arabic and English. In order to improve the standard of

teaching a teacher training college was established.

Educational provision was more extensive in Palestine than it was

in Transjordan at that time. In 1946 there were 374 elementary schools -

seven years of study - with special emphasis being placed on the English

language. There were four complete secondary schools and at another five

it was possible to take the matriculation. In 1936 there was only one

vocational school, in Hifa, and one agricultural school in Khadori.

Many of the private schools at this time were in Palestine including

national ones such as the Al-Najah school in Nablus, and foreign ones

such as Terra Sancta in Jerusalem.

The Jewish state was established in most of Palestine in 1948 and the Palestinians from the occupied areas and the ones in the remaining parts; the West Bank of the Jordan river, much of the highlands beyond and Eastern part of Jerusalem were incorporated into Transjordan to form a new mixture of people with different educational experiences.

In 1950 education in all schools in the Hashemite Kingdom of Jordan became the responsibility of a separate ministry. It started by recruiting a body of administrators, organising departments, and form- ulating a policy to meet the needs of Jordanian society and to cope with the increased numbers of students and schools. Even in this period it was difficult for parents to send their sons to secondary schools because such schools were available only in the capital and major cities, and the cost was therefore very high.

All the evidence indicates that after 1950 the changes in Jordanian life were revolutionary and a new era commenced especially in the field of education. Unity of the two banks of the Jordan river was achieved in April 1950, and this introduced profound changes in education, politics, culture and general outlook. The Palestinian Arabs had far outdistanced the Transjordanian in numbers of schools, cultural enterprises and the awareness of civilisation. This situation brought significant changes in the nature of Jordanian government and society.[6]

From 1951-52 and 1966-67 pupil enrolment in the elementary cycle increased 165.5%, in the preparatory cycle the increase was 679.6% but in the secondary cycle only 52.7%. The following tables illustrate the astonishing increase in the numbers of students, teachers and schools between 1950 and 1966.

Table 1

Number of Students, Teachers and Schools in 1950

Type of School	Students	Teachers	Schools
Ministry of Education and Other Ministries	75,419	1,735	349
Private	30,411	980	285
UNRWA	17,489	307	55
Total	123,319	3,022	691

Table 2

Number of Students, Teachers and Schools in 1966

Type of School	Students	Teachers	Schools
Ministry of Education and Other Ministries	302,688	8,746	1,532
Private	55,003	2,108	295
UNRWA	82,227	2,197	198
Total	439,898	13,051	2,025

In 1964 the modern stage in the development of Jordanian education was reached when a Law of Education was passed. This law set out the whole philosophy of education in Jordan and embraced all the needs of society, of custom, tradition and religion. A deterioration in education followed the Six Day War _in June 1967. This left Israel in possession of all Jordanian territory on the West Bank and the schools were far removed from educational organisations, planning and funding. A great number of refugees moved to the East Bank and schools there became overcrowded. In order to meet this emergency a system of double shift schools was introduced and they remained for the next eighteen years. In 1977 there were 368 double shift schools and 53.3% of schools in Jordan were in rented accommodation.[7]

The Ministry of Education was obliged to employ a large number of secondary school graduates without giving them any training as teachers. The quality of education, in consequence, deteriorated very rapidly. Meanwhile, the number of pupils enrolled in the schools increased enormously between 1947 and 1977, as is shown in Table 3. Textbooks were also inadequate, they were of poor quality and were prepared in a hurry by people with little experience in education. Most of the books were unadapted translations of Western authors and Western textbooks which were not designed to meet the needs of Jordanian society.

During the 1970s and 1980s the numbers of schools, teachers and students increased, as shown in Tables 4 and 5.

Table   3

Percentage of Student Enrolment to Population in the
Hashemite Kingdom of Jordan from 1947 to 1977

Scholastic Year	Number of Population	Number of Pupils	Percentage of Pupils of Population
1947-48	446,658	12,120	2.7
1951-52	1,290,121	149,670	10.8
1952-53	1,330,029	170,777	12.8
1953-54	1,364,706	166,015	14.4
1954-55	1,402,627	218,164	15.6
1955-56	1,447,450	240,308	16.4
1956-57	1,490,509	252,990	17.0
1957-58	1,538,028	226,639	17.3
1958-59	1,606,746	180,223	17.3
1959-60	1,658,313	278,858	16.7
1960-61	1,724,868	283,923	16.3
1961-62	1,691,280	300,677	17.7
1962-63	1,762,642	326,929	18.51
1963-64	1,860,493	353,603	19.01
1964-65	1,935,440	386,543	19.97
1965-66	2,016,618	414,907	20.57
1966-67	2,100,801	446,144	21.24
1967-68	2,133,000	289,793	13.06
1968-69	2,250,000	322,700	14.03
1969-70	2,347,900	350,341	14.09
1970-71	2,417,000	387,886	16.0
1971-72	2,497,000	416,713	16.07
1972-73	2,577,000	466,083	18.0
1973-74	2,660.000	497,125	18.07
1974-75	2,745,120	534,985	19.05
1975-76	2,832,968	572,162	20.02
1976-77	2,923,617	611,834	20.09

*Source: The Ministry of Education, Annual Yearbooks of Education for
the years 1960-61 and 1977-78.*

Table   4

Number of Schools, Students, Teachers, with the
Controlling Authority 1974-75

Controlling Authority	Schools	Students	Teachers
Ministry of Education	1,725	337,889	12,814
Other Government Ministries	25	4,604	215
UNRWA	183	108,639	2,860
Private Schools	298	54,559	1,922
Grand Total	2,431	497,125	17,811

The latest figures for the numbers of schools, students and teachers

in Jordan during the academic year 1986-87 are as follows:

Table 5

Number of Schools, Students, Teachers, with the
Controlling Authority 1986-87

Controlling Authority	Schools	Students	Teachers
Ministry of Education	2,472	657,158	31,081
Other Government Ministries	18	6,509	533
UNRWA	194	135,596	3,657
Private Schools	682	88,612	4,396
Grand Total	3,366	887,875	39,607

B. *Social Structure and Education*

During the years between 1920 and 1950 Jordan was mainly an agric-
ultural society with the typical family being conservative and opposed
to change. Education in general was very meagre and the education of
girls was particularly neglected. Society was indifferent to the
education of boys but positively opposed to the education of girls.
Transjordan was a male-dominated society and the role of women was
restricted to one of procreation and child raising. Until the 1950s
women were held to be inferior to men and it was considered a disgrace
for a girl to work outside the home even at a time when thousands of
nurses were desperately needed. These traditional attitudes began to
be modified after 1950 when many rural families moved into the cities.

Most leaders in Transjordan were aware of the need to increase
educational opportunities for girls, but in spite of their efforts and
recommendations the gap between male and female education remained
extremely wide. The size of this disparity is indicated by the fact
that in 1922-23 female students accounted for only 9.5% of the total
enrolment at all levels. In 1946-47, 24 years later, in spite of
official encouragement, girls still comprised only 19.1% of the total
enrolment in schools. Table 6 gives an indication of the numbers of
female students.[8] Significant percentage differences may be accounted
for by political influence, the 1936-40 increase, the 1947-50 increase,
the first Israeli-Arab struggle and subsequent population movement.

From this information it becomes clear that the educational system
from 1920 to 1950 was traditional and served largely to reinforce trad-
itional values. Education was confined to literary and verbal skills
and schools continued to graduate students who were qualified for nothing

Table 6

Numbers of Pupils in Transjordan 1922-1950

Year	Male	Female	Total	% of Increase
1922-23	2,998	318	3,316	-
1923-24	2,985	463	3,388	2.1
1924-25	2,904	353	3,257	3.8
1925-26	3,276	398	3,674	12.8
1926-27	3,472	442	3,914	6.5
1927-28	3,545	598	4,143	5.8
1928-29	4,713	599	4,312	4.0
1929-30	3,871	544	4,415	2.3
1930-31	4,410	588	4,698	6.4
1931-32	4,463	776	5,239	11.5
1932-33	4,327	922	5,249	0.1
1933-34	4,514	1,046	5,560	5.8
1934-35	4,784	1,198	5,982	7.5
1935-36	4,652	1,190	8,542	2.3
1936-37	5,325	1,191	6,516	11.7
1937-38	6,084	1,314	7,408	13.5
1938-39	7,074	1,438	8,512	14.9
1939-40	7,732	1,874	9,605	12.8
1940-41	8,255	1,895	10,150	5.6
1941-42	8,365	1,999	10,364	2.1
1942-43	7,955	1,897	9,852	4.9
1943-44	7,750	1,857	9,607	2.4
1944-45	7,645	1,844	9,489	1.2
1945-46	7,918	1,956	9,876	4.0
1946-47	8,673	2,056	10,729	8.6
1947-48	9,771	2,349	12,120	12.9
1948-49	12,020	3,072	15,092	24.5
1949-50	15,237	3,957	19,194	27.1

except office work in Government departments. It was not until 1945-46 that vocational training was given any special consideration, and even then there were only 72 students in this stream. The villages did not develop their own schools, they were satisfied with the few mosque schools which taught only basic reading, writing, arithmetic and religion. Even after 1950 when the numbers of schools, students and teachers increased the philosophy of education still had as its core the concept of teaching theoretical information and the emphasis was on memorising lessons in order to pass examinations.

During the 1950s the Jordanian people began to realise the urgent need for better education if they were to modernise their country. They also began to realise that education promotes not only national but also individual prosperity. The demand for education therefore increased dramatically. But the expansion of educational opportunities was not related to the country's manpower requirements; the percentage of students enrolled in technical and vocational schools in 1966-67 was only 11.7% of the total enrolment at the secondary stage.

The secondary schools and colleges throughout Jordan created channels of mobility through which the lower and middle classes could aspire towards membership of the upper classes of society. Prior to 1950 secondary and college education was restricted to members of the upper classes and the masses of the people were excluded from the benefits of higher education.

During the 1970s and 1980s thousands of school graduates sought admission to universities and colleges in Jordan or abroad in the hope that a degree, in any subject, would enable them to obtain both social and economic rewards.

In conclusion, Jordanian society is an amalgam of Jordanians and Palestinians, urban and rural people, rich and poor, Muslims and Christians, refugees, lower, middle and upper classes. Education was the main factor in enabling a person to move from one social class to another and was therefore seen as highly desirable by the lower and middle classes. The Palestinian crisis powerfully motivated the Palestinian people to embrace the benefits of education which were seen as some compensation for the country they had lost, and as a form of security in their uncertain future.

All this interest in education and the changes in Jordanian social structure had important consequences:

1. Unemployment became a problem especially at the end of the 1970s and is still increasing in some specialised fields of study.

2. There was no scientific research or accurate statistics concerning the needs of Jordanian society and therefore no possibility of directing young people into the university or college education most relevant to the development of the country and most likely to offer opportunities for employment.

3. There was a clear weakness in vocational training, and a shortage of professional and skilled labour.

4. Migration from the rural areas to the urban locations had deleterious effects upon agricultural communities and production.

5. Increased imports of modern technological equipment from abroad led to a continuing rise in the need for skilled craftsmen and technicians to operate it.

6.   Jordan's wealth is in its people rather than in natural

resources and the country has traditionally provided its

neighbours with educated personnel. Gradually, as the Arab

countries modernise, this reliance upon Jordanian skills has

been reduced.

Because of these social and educational changes a new outlook for

Jordanian education is urgently needed.

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3   Mathews and Akrawi, Education in Arab Countries of the Middle East, Washington, American Councils on Education, 1949, p. 305.

4   S. Husari, op. cit., pp. 67-69.

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6   A. Al Tall, op. cit., pp. 83-84.

7   Ministry of Education, The Educational Yearbook 1976-77, Amman, 1977.

8   S. Husari, op. cit., pp. 46-47.

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CHAPTER ONE

THE SYSTEM OF EDUCATION

A. *Aims of Education*

The 1964 Law of Education lays down the general philosophy of
education reflecting the spirit of the Jordanian constitution. The
aims and objectives of the Law are:

1. Preparing the child to develop into a good citizen who believes
   in God, Country and King; who observes all rights, duties and
   obligations of citizenship; who is capable of the practical
   achievement of moral ideals in all fields of behaviour, both
   individually and collectively. Finally, education should foster
   individual initiative and constructive behaviour and promote
   positive co-operation with others and pursuit of the democratic
   way in all human relations.

2. Understanding the physical, social and intellectual aspects of
   the environment in the home, the school, the village, the town
   or city, the country, the Arab homeland and the world community.

3. The development of the following skills:

   a) Easy communication of thoughts and ideas with others by
      means of oral and written expression in good Arabic;

   b) The use of arithmetic;

   c) Powers of concentration and observation;

   d) Acceptance of scientific methods of research, analysis
      and assessment, and the ability to distinguish between
      right and wrong;

e) The adoption of an objective and constructive attitude;

f) The formation and maintenance of good study and reading habits.

4. Helping the individual to develop physically, intellectually, socially and emotionally, with due consideration to individual differences, the development of the creative powers of gifted students and the provision of educational opportunities for the retarded, so that all may grow within their given capacities.

5. Improving the health standards of the individual and the community by the dissemination of relevant information and the inculcation of good health habits.

6. Raising the recreational standards of the individual and the community.

7. Raising the living standards of the individual and the community taking into consideration different individual interests and aptitudes to meet the present and future needs of the country in all aspects of its economic life.

The Ministry of Education is responsible for achieving these objectives through its schools and through its control of other schools in Jordan.

B. *Schools in Jordan*

Students may join pre-school education in Kindergartens at about the age of four years, but all of the pre-school institutions are private ones. The Ministry of Education provides free compulsory education from the first grade of elementary school - at the age of six to grade nine. This is followed by the stage of secondary education - grades ten, eleven and twelve - where several different streams of education are offered - scientific, literary, commercial, industrial, nursing, postal and agricultural.

Schools may be divided into three groups according to the authorities running them: first, state schools run by the Ministry of Education; secondly, UNRWA schools run by the United Nations Relief and Works Agency; thirdly, private schools run by private business and religious authorities.

1.   State Schools

The Ministry of Education provides for the education of 68% of the total student enrolment. Other ministries provide for a further 1%, UNRWA for 18.5% and foreign and national agencies for 12%. The remaining 0.5% of students attend the University of Jordan. (Detailed figures are given in Table 7).

The educational system is divided into four levels: pre-elementary, elementary, preparatory and secondary. Pre-elementary education caters for children between the ages of four and five; it is voluntary and is provided by private institutions although the Ministry of Education is responsible for the supervision and control of these schools.

Elementary school is the first of the two compulsory cycles taking children from the ages of six to eleven through six grades. It is important to stress that, in this context, compulsory does not mean that the children are obliged to attend, rather it means that the government must provide the education which is demanded. Nevertheless, elementary education is in great demand and 93.2% of the population in this age group attend elementary schools.

The language of instruction is Arabic and the subjects taught include Arabic, religion, arithmetic, civics, history, geography, science, drawing, for girls, music and physical education. English is introduced in the fifth grade, or earlier in the private schools.

The preparatory stage is the second of the two compulsory cycles taking children from the ages of twelve to fourteen through grades seven, eight and nine. This phase is intended to strengthen basic skills, prepare for secondary education and offer some vocational training. At the end of compulsory education all students sit a general entrance examination for the secondary cycle.

The secondary cycle is for students aged fifteen to eighteen and covers grades ten to twelve. At the end of grade ten the students are divided into different streams according to their abilities; the majority of them go into academic education - science and art streams. The aim of academic secondary schools is to prepare pupils for higher education and 86% of all secondary pupils are in academic schools. Industrial, commercial, nursing, postal and agricultural streams are the other branches of the secondary cycle. Arabic is the language of instruction throughout secondary education, but English is a compulsory subject. Students in all

Table   7

Distribution of Students' Status of Enrolment, Controlling Authority 1983-1984

	Total	Kindergarten	Primary Cycle	Preparatory	Secondary
Ministry of Education	591,900	45	361,281	141,830	88,744
Other Gov. Authorities	4,316	274	2,337	936	769
UNRWA	133,373	-	92,135	41,238	-
Private	68,972	24,260	32,137	6,548	6,027
Grand Total	798,561	24,579	487,890	190,552	95,540

* The educational statistics for 1986-87 show the total number of students rises to 887,875, distributed as follows: Kindergarten 31,827, Primary Cycle 542,512, Preparatory 214,743 and Secondary 98,786.

branches take the General Secondary Examination (Tawjihi) on completion of the course and if successful may proceed to higher education.

English is taught in both public and private schools. Public schools start teaching English from the fifth grade (the fifth elementary class) where the age of the pupil is about eleven years. In grades five and six English is given five forty-five minute periods a week; in grades seven, eight and nine (the preparatory stage) six forty-five minute periods a week are allotted to English. In the secondary stage - grades ten, eleven and twelve - there are five forty-five minute English periods.

This is the final stage in which schools prepare students for university. This stage is divided into scientific, academic and vocational streams and pupils are grouped according to their academic abilities. The ablest students are taken into the scientific streams and the weakest ones into the vocational streams. At the end of the secondary stage the students sit the General Secondary Certificate Examination.

2.   UNRWA Schools

The United Nations Relief and Works Agency schools provide education for the Palestinian Arab refugees and follow the curriculum of the Ministry of Education. They provide only the first nine grades - six elementary years and the three preparatory classes. In the secondary cycle students transfer into either Ministry of Education or private schools. The qualifications of teachers in UNRWA and state schools are shown in Table 8.

Table   8

Distribution of Teachers by Qualifications and Controlling Authority 1983-1984

Controlling Authority	Total	Qualifications										
		Preparatory Certificate	Secondary Certificate	Matric or G.S.E.C.	Secondary Voc.	Higher Voc.	Teachers Diploma	Under-Graduates	First Univ Degree	First Univ Degree & Diploma	M.A.	Ph.D.
Ministry of Education	23,861	32	217	458	83	97	16,987	114	6,129	601	127	16
Other Government Authorities	419	–	20	35	43	55	131	4	118	3	8	2
UNRWA	3,520	37	121	769	20	8	1,358	71	1,008	55	65	8
Grand Total	31,476	80	444	1,534	146	160	19,656	231	8,238	727	230	30

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Footnote: Fall in number of higher degrees due to recruitment of such qualified teachers to the Ministry of Education.

Distribution of Teachers by Qualifications, Sex and Controlling Authority 1986

Controlling Authority	Total	Sex	Qualifications									
			Secondary and less	G.S.E.C.	Secondary Voc.	Higher Voc.	Comm. Colleges	Under-Graduates	B.A.	B.A. and Diploma	M.A.	Ph.D.
Ministry of Education	29,141	M	23	68	39	67	6,929	33	3,884	831	118	1
		F	60	189	14	-	13,226	23	3,349	265	22	-
Other Government Authorities	322	M	1	12	-	-	100	17	92	5	2	-
		F	-	14	2	-	53	1	23	-	-	-
UNRWA	3,595	M	8	174	-	104	816	74	521	61	17	1
		F	52	268	-	116	959	43	360	16	5	-
Private Education	4,369	M	12	55	-	-	149	7	354	23	26	3
		F	86	599	14	-	2,249	11	729	14	37	1

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3. <u>Private Schools</u>

These schools are directly controlled by the regulations of the Ministry of Education and provide for all stages of education from Kindergarten to the secondary stage using the same books as the state schools, with the exception of languages.

The private schools have certain liberties which distinguish them from the public schools; they begin teaching English from the kindergarten, they recruit the best teachers, higher salaries attract even some foreign teachers, and they choose and keep up-to-date their own textbooks. From grade one to six (elementary stage) they give seven forty-two minute periods of English and this is continued in grades ten and eleven of the final stage. Grade twelve is allotted only six periods per week. Because they devote more time to English and because they have better facilities the standard of English in private schools is higher than elsewhere and this is their main distinguishing feature. Parents tend to believe that their children learn more English in private schools than elsewhere but this belief cannot be generalised to all private schools.

Under the Law of Education, Chapter 10, Article 69: "Private schools may teach more than one foreign language at all scholastic stages".

The following tables show the time allotted to English in private and public schools:

Public Schools

Grade	Class	Time Allotment	Time
Grade 5	5th Elementary	Five periods	45 minutes
Grade 6	6th Elementary	Five periods	45 minutes
Grade 7	1st Preparatory	Six periods	45 minutes
Grade 8	2nd Preparatory	Six periods	45 minutes
Grade 9	3rd Preparatory	Six periods	45 minutes
Grade 10	1st Secondary	Five periods	45 minutes
Grade 11	2nd Secondary	Five periods	45 minutes
Grade 12	3rd Secondary	Five periods	45 minutes

Private Schools

Grade	Class	Time Allotment	Time
Grade 1	1st Elementary	Seven periods	42 minutes
Grade 2	2nd Elementary	Seven periods	42 minutes
Grade 3	3rd Elementary	Seven periods	42 minutes
Grade 4	4th Elementary	Seven periods	42 minutes
Grade 5	5th Elementary	Seven periods	42 minutes
Grade 6	6th Elementary	Seven periods	42 minutes
Grade 7	1st Preparatory	Seven periods	42 minutes
Grade 8	2nd Preparatory	Seven periods	42 minutes
Grade 9	3rd Preparatory	Seven periods	42 minutes
Grade 10	1st Secondary	Seven periods	42 minutes
Grade 11	2nd Secondary	Seven periods	42 minutes
Grade 12	3rd Secondary	Six periods	42 minutes

The general aims of the programme are to prepare students to understand spoken English, to communicate with English-speaking people, to read and comprehend English in different contexts and to write meaningful, grammatical and well-organised passages. Despite increasing resources being directed into education (see Table 9), schools are failing to achieve these goals. In the author's opinion, which is based upon extensive teaching experience in Jordan, these weaknesses are becoming more apparent and the educational standard of pupils appears to be steadily declining.

Dr. Moh'd Hasan Ibrahim, the Director of the Language Centre at the University of Jordan, has found that in general secondary school graduates are very poor in all language skills. He points to poor spelling, and deficiencies in punctuation, capitalisation, reading and understanding a short passage. Only 35-40% of the students pass the English language placement test in their first year at university.[2] Upon general assessment the graduates of private schools are better achievers in the field of English language.

Table   9

Comparative Statistics of the Ministry of Education budget and its percentage of the total budget for the years 1975, 1980 and 1984.[3]

Fiscal Year	State Budget	Ministry of Education Budget	Percentage of State Budget
1975	218,250,000	14,873,800	6.8%
1980	529,233,000	39,668,000	7.5%
1984	770,200,000	65,540,000	8.5%

In 1950-51 the Ministry's budget was 87,178 Jordanian dinars, in 1972 it was 132,675 J.D. The budget for 1986-87 is more than 800,000 J.D. State schools accommodate 71% of the total school enrolment, UNRWA 15.5%, Private schools 10.2% and the University of Jordan accounts for 2.7%.

C. *The Ministry of Higher Education*

At the beginning of 1986 the Ministry of Higher Education commenced its work with a select managerial staff who now assume all responsibility for universities and community colleges throughout Jordan as well as for students studying abroad. The Ministry is responsible for the following:

1. The University of Jordan. This is the main university of the country and is located in Jubeiha about seven kilometers north of Amman. When it was established in December 1962 there were only 167 students in one faculty; in 1983-84 there were 12,000 students in 13 faculties and there were a further 8 faculties offering M.A. degrees. In 1987 it offered for the first time a Ph.D. in Arabic Language.

2. Yarmouk University. This is located in the north of the country near Irbid. It received its first students - 595 in all - in 1975-76. It now comprises ten faculties and in 1984-85 had 14,000 students. In 1986 the decision was taken to divide this university into two universities - one for technological and scientific studies and the other for arts and human studies. The campuses of these universities are in close proximity.

3. Mu'tah University. This was established in 1981 with only 61

    students. It is located in the south of the country and is

    primarily a military university intended for training officers

    for the armed forces and some civil servants.

A recent decision has been taken to establish a private university

in Amman. It is expected to open within two years. Table 10 gives the

number of students and the degrees offered by those universities exist-

ing in 1982-83.

Table 10

University	B.A. Students	Postgraduate		Total
		Dip.	M.A.	
Jordan	10,487	323	739	11,549
Yarmouk	10,015	187	305	10,507
Mu'tah	249	-	-	249
Total	20,751	510	1,044	22,305

4. The Community Colleges. There are in Jordan 46 community col-

    leges offering two year courses in the following fields:

    education, commerce, computers, communications, transport,

    engineering, medicine, agriculture, hotel, administration and

    social work. Twelve of these colleges are run by the Ministry

    of Education; other ministries are responsible for ten of them;

    two are run by UNRWA and the remaining twenty-two are adminis-

    tered by private organisations and businesses.

The estimated number of Jordanian students abroad during the academic year 1984-85 was 38,049; by adding to this figure 53,895 students studying at institutions of higher education in the East Bank of Jordan the total number of students engaged in higher education during 1984-85 was 91,944.[4]

Dr. M. Nuri Shafiq, in "Higher Education: Reality and Demands", suggested that Jordan will need about 1,500 B.A. graduates in English Language, 200 M.A. graduates in English Language and methods of teaching English, and 50 Ph.D. graduates in the same field during the period 1986-90.[5]

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CHAPTER TWO

ENGLISH LANGUAGE IN JORDAN

English in Jordan is thought of as an educational and instrumental language. It is a means of promoting relations, understanding and co-operation between Jordan and the rest of the world. It is essential to the economy, education and development of the country; for each student English is a practical tool and foundation for university study since it is the language of science and international communication.

English may be considered as the second language of the country and is widely spoken in all aspects of life. About 65% of the population use English in their daily work especially in official publications, reports and business communications.

As it is a compulsory subject in all schools and at all levels, English has become essential in the lives of all Jordanian citizens. This idea is supported by a specific aim in the Law of Education: "A student should learn one foreign language which will assist him in the later stages of education or in the practice of his profession in the future or in his life generally".[1]

The importance of English stems from the lasting effects of the British mandate in Jordan between 1918 and 1948. Although the national language is Arabic the first foreign language is English and it is required in most aspects of life. Television and radio broadcast both English and Arabic channels; there is a daily newspaper in English as well as the Arabic papers; companies, shops and banks conduct much of their business in English, their correspondence, application forms and

signs are often given in both languages and all scientific subjects at university are taught in English. The Jordanian people therefore feel that learning the English language is not a luxury but a necessity and it is only logical to teach the language and to give it substantial importance in the curriculum of the schools.

A.   *The Aims of Teaching English*

Because of the fact that English is a means of understanding and co-operation between Jordan and the rest of the world, and because of the absolute necessity for English in the economic, educational and technological development of Jordan, the Ministry of Education laid down the following aims of English language teaching in the compulsory cycle (grades 5 to 9). After five years of learning English the pupils should be able to:

1.   Make use of the English sound system, i.e. understand simple spoken English at normal speed whether by native or non-native speakers.

2.   Understand and communicate intelligibly a range of notions and linguistic functions based on everyday situations.

3.   Read and understand English tests of a general nature within a vocabulary of about 3,000 words.

4.   Master the graphemes (letters) of English and write them correctly, legibly and neatly. (English curriculum: compulsory stage).

Pupils who have studied English at the secondary cycle (grades ten to twelve) are expected to:

1. Understand spoken English in different contexts and situations.

2. Speak English with accuracy from the point of view of phonology, morphology, syntax and meaning.

3. Read and comprehend English in different contexts with ease and accuracy.

4. Write English passages that are grammatically correct, properly punctuated and effectively organised.

5. Acquire the linguistic skills and techniques needed for advanced work at the post-secondary level. (English curriculum: secondary stage, 1971, pp. 9-10).

These levels are expected of students in both the arts and the science streams.

As a general evaluation of English in Jordan one can safely say that the standard is higher than in the other Arab countries. Though it is not wholly satisfactory there are several positive features which help to improve the situation:

1. The Ministry of Education is particularly concerned about the teaching of English.

2. The Ministry has at its disposal people qualified in the field of English language teaching.

3. As the country is small it takes only a relatively short time to bring about reform and improvement in English language teaching.

4. Many agencies are interested in helping to improve English language teaching.[2]

B.   *The Textbooks*

The Ministry of Education and UNRWA use two series of textbooks;
the first for the compulsory stage and the second for the secondary stage
of education. The private schools choose their own books from different
publishers and change them to meet the needs and abilities of their
students. Their books reflect modern methods of teaching English and are
more interesting for both teachers and students.

The compulsory cycle in state schools uses the New Living English
for Jordan (NLEJ) series of books from grades five to nine. This series
of books was first used in 1961 and although they were modified in 1970
and 1973, teachers find them to be old-fashioned and inadequate. They
follow a structurally oriented approach to teaching and contain very
little material which could be called interesting or communicative.

Because of these shortcomings and because of national and inter-
national developments in education, the need for a new and modern English
course was widely felt by the Ministry of Education. The decision was
taken, therefore, to abandon the NLEJ series of books and replace them
with a new one known as Petra. Jordanian specialists co-operated with
Longmans to write the new series. In the academic year 1985-86 the first
book was issued for Grade 5. In the academic year 1986-87 the second book
was issued. The third is planned to follow in 1988.

A summer course was held for the teachers of Grade 5 to determine
the best method of using the new series of books. The aims of the summer
course, which took the form of 36 basic workshops, were:

1.   To give the teachers an outline of the general aim of the books
     and their specific objectives, values, attitudes, habits, content,
     approach, methods and evaluation.

2. To introduce the new course material to the teachers, espec-
    ially the techniques of teaching and the components of the
    course as they are used in the teachers' book.

3. To train teachers to prepare lessons from the Petra course.

Teachers who are not specifically trained as English teachers, and
even the weak teachers who are trained, find it difficult to use the
Petra teachers' book without the guidance offered by this course.

The main features of the proposed English curriculum for the com-
pulsory stage are as follows:

1. The design of the curriculum follows the well-established ACME
    approach. This means that the components of the curriculum are
    set out in the following order - Aims, Content, Methods, Eval-
    uation.

2. In contrast to the existing curriculum, the general approach
    adopted follows no single language learning theory but tries
    to make use of all modern approaches - an eclectic approach.

3. For the first time, the objectives are stated specifically and
    graded level by level and skill by skill.

4. Equal emphasis is given to all the language skills, in contrast
    with the aural-oral approach of the present curriculum.

5. For the first time, the content is outlined in considerable
    detail. It contains suggested themes and topics, the linguistic
    functions and notions, the vocabulary load for each year and the
    structures to be taught level by level.

6. A further innovation is the delineation of the values, attitudes and habits to be developed and guidance for the strategies to be employed for their clarification and development.

7. In the section on Methodology, there is a thorough treatment of the teaching of vocabulary, structures, the aural-oral skills, reading and writing.

8. The Curriculum also includes an extensive treatment of teaching aids (Educational Communication Media), co-curricular activities, and evaluation, including techniques for the testing of all the language skills.

9. The reading list includes useful references in language and methodology, dictionaries and periodicals.

10. The Appendix sets out the materials which should be developed for pupils and teachers level by level. (English language curriculum: compulsory stages).

From personal observation, it seems that the first book is attractive and useful, particularly if the teachers of this stage are capable of using it according to the directions given in the teachers' book. The weakness of teachers at this stage of education is the main reason why it may not be successful. It is to be hoped that the Ministry of Education will continue to involve teachers by offering refresher courses in order to bring to teachers the full benefit of expert guidance. Everyone interested in the field of English teaching is hoping to achieve better standards of English. As the course is very expensive, it is particularly desirable that the maximum benefit should be derived from it.

At the secondary stage the series currently in use is also out-of-date and lacks both direction and approach. Teachers are continually faced with students who have accumulated weaknesses in all skills as well as in vocabulary and grammar, and they frequently have no option but to translate orally into Arabic and give model questions and answers to be memorised. Teachers in the Third Secondary class (grade 12) concentrate on preparing their students to pass the General Secondary School Certificate. Students frequently graduate lacking in real knowledge of the use of the language. The situation in private schools is usually better owing to the fact that their books are better and more interesting. Consequently, a new series of books for teaching English in the secondary school is desperately needed to meet the aims of teaching English at this cycle.

C. *Teachers and Methodology*

The policy of the Ministry of Education is to employ qualified teachers (university graduates) in the secondary cycle, whilst the college trained graduates, who have only two years of study after secondary school, are employed as teachers at the compulsory cycle. Teachers in the compulsory stage lack adequate training in teaching English, their command of English is very weak and because their salaries are very low they do not have the motivation to improve their knowledge. The importance of teaching beginners well and the need for more qualified teachers in this stage is undoubted.

Teachers use different methods according to their own knowledge and experience; most use the structural method and some translation in teaching. This creates a weakness in speaking, resulting from the lack of

communicative language, and a weakness in writing resulting from teaching words and phrases without giving the students the chance to practise the skill of writing for themselves.

The communicative approach is better and is founded upon a desire to communicate. This suggests that people talk to each other in pairs, or in small or large groups. It means that both parties ask and answer questions, they both initiate and respond; in other words, they take an active and a passive role in conversation: "The role of learner as negotiator between the self, the learning process, and the object of learning emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an inter-dependent way".[3]

A communicative methodology will therefore encourage students to practise language in pairs and in groups where they have equal opportunity to ask and answer, to initiate and to respond. It is a modern method emphasising the four main skills in teaching English. As far as the students are concerned it fulfils their needs and provides drills for improving their listening, speaking, reading and writing. A flexible syllabus will also have general objectives such as improving grammar and vocabulary.

In such a modern method teachers need to be well trained in the correct techniques and in the preparation of syllabuses which include them as part of the group and not just as its leader. The teacher there-fore has several roles: "The first role is to facilitate the communication process between all participants in the classroom, and between these

participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group ... These roles imply a set of secondary roles for the teacher; first, as an organiser of resources and as a resource himself, second as a guide within the classroom procedures and activities ... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organisational capacities".[4]

D. *The Examination System*

In all classes the American system of the two semester year is used. All pupils sit two examinations; the first one after grade nine, which determines acceptance to the secondary stage, and at the end of grade twelve, the General Secondary School Examination, which decides the average of each student and the end of the period of compulsory schooling. This examination is critical because of its importance for university entrance. Since the goal of both student and teacher is to pass the examination, there is a concentration on memorising lessons, which neglects the role of intelligence, sensitivity and awareness. Three basic characteristics of examinations in modern education are considered important:

1.   Examinations must be a learning experience for the students.

2.   Examinations must be carefully planned and constructed because they are an instrumental means of improving instruction.

3.   Examinations must be valid for the students at various levels. They should evaluate the student's achievement first, then diagnose the weakness to identify appropriate remedial work and modify teaching strategies.

Although the Ministry has taken steps in the last six years to improve the situation, there is still a need to re-evaluate the nature of the examinations and the whole examination system according to the following criteria:

1. The new methods and syllabus should be matched with the object-
    ives.

2. A clear policy for examinations should be determined.

3. The Ministry should clearly state the purposes of the examina-
    tions.

Some of the factors which affect the teaching of a foreign language are: first the aptitude and intelligence of the learner and whether or not he/she feels a need to acquire the language; secondly there are the methods and textbooks used by teachers; and finally there is the motivation to learn and teach the language. If there is motivation there is learning, because motivation is at the centre of the process of education. If the pupil feels a necessity to learn any subject he/she will generally be interested in other subjects as well.

E. *Supervision*

Although the standard of supervision is good in Jordan, teachers still feel that the work of a supervisor is some kind of inspection. Supervisors are seen as critical, especially in their class visits, rather than co-operative, helpful and providing guidance for the teachers. In addition, there is unnecessary routine in the work, and a lack of group meetings for teachers and supervisors.

F. *The Language Centres*

1. The British Council

This is the leading language centre in Jordan with a good reputation and excellent relations both with the universities in Jordan and with the Ministry of Education. The British Council offers a twelve-course programme, with a fee for each course of 43 Jordanian Dinars. The number of periods taught per course is 30. The centre was established in 1950, and all its teachers are native English speakers. This centre has pioneered many aspects of the teaching of the English language during the last 36 years in Jordan.

The aims of this centre are:

1. The provision of cultural activities such as films, exhibitions, plays, seminars and the public library which includes records, films, tapes and video cassettes.

2. The teaching of English language at different levels. First there is the English Teachers' Training Courses which are run in co-operation with the Ministry of Education, with priority given to teachers at the secondary cycle; secondly there are courses of English for special purposes such as English for the medical field and business English; and finally there is the general English teaching programme.

The aim of the English Teaching programme is to enable students to learn an everyday English that is useful for practical purposes whether these are for business and commerce, study, travel or simply to communicate with people from other countries.

The course blocks for this programme are as follows:

1. A pre-level foundation course to enable students to talk about themselves, their family and job and to be able to use actively some of the basic English grammar.

2. Basic communication levels - levels one to four. These are designed to teach students enough spoken English to enable them to communicate in everyday situations.

3. Skills for communication - levels five to eight - where students take the other modules (reading, writing and listening) according to the advice given by the teacher. After this level they are able to write simple letters, postcards, memos, messages, forms, etc.

4. Higher skills for communication - levels nine to twelve. The students should be able to understand and respond to rapid speech and follow the greater part of what a native speaker says in most situations.

For the time being this centre is using the "Cambridge English Course", "Quartet" and "Meanings into Words", together with some additional material, which may be in the nature of various visual aids, language laboratory or video lessons. The British Council in Amman has been very much to the fore in pioneering technics and methodology for the teaching of English through video.

2. The Yarmouk Cultural Centre

In 1983 the plans were made, and in 1984 this centre was set up with the help of the School of Education of the University College of Cardiff. Cardiff University acts as a supervisor and consultant.

This centre has two main aims:

1. To teach the English language. It offers a 12-level course, classes are kept small, limited to a maximum of 15 students. Other languages such as Arabic, Spanish and French are also taught at this centre.

2. The placement of students in universities in England and America. This centre offers an advisory service to students who wish to study in those countries.

The fee for each course is from 50-60 Jordanian Dinars. The number of periods taught per course is 32.

This centre caters for several different groups of students. In summer, they have students aged 5-15 years for intensive courses. Parents usually send them and pay for the courses. Another group is the students attending courses from September to May. They are young graduates from non-English speaking countries, businessmen with a desperate need for English, and teenagers who live nearby and who wish to improve their English as students in schools. Finally there are groups from companies, banks and government departments who are expected to have a certain level of English depending on their job status. In general all these students are highly motivated. The Yarmouk Centre uses both the structural and communicative approaches. In the teaching of language the centre has a language laboratory, and video lessons are used to consolidate structural or communicative elements of the course.

The centre is using the following books:

1. "Streamline", the American edition from the beginner to elementary levels (1-6).

2. "Meanings into Words", Cambridge, for intermediate and upper
    intermediate levels (7-11).

3. "Building Skills for TEFL" for level 12.

The centre is reasonably successful, but suffers from a disadvantage
which is a function of the system under which it operates. The 'Level'
system does not give sufficient time to cover all the skills in adequate
depth. Reading and writing skills are less well developed than under-
standing and the structure of the language. This can only be improved
through full-time courses. But so far there is insufficient demand for
such courses.

3. The House of Languages

The House of Languages was established in 1975. All teachers have
M.A. or B.A. qualifications. The fee for each course is 25 Jordanian
Dinars, including the textbooks. The number of periods taught per course
is 40. The basic aim of this centre is the teaching of languages such as
English, Arabic and French.

In this centre, they use an American series of textbooks called
"American Language Course" which consists of three phases. The elementary
phase (Volumes 1100, 1200, 1300 and 1400) covers courses from levels 1-6.
The intermediate phase (Volumes 2100, 2200, 2300 and 2400) covers courses
from levels 7-10. Two complete beginners' courses are offered (Volumes
500A and 500B). All these books are based on audio-lingual methodology.
This course is designed for an intensive full-time language training
programme. It was published by the Defense Language Institute in the
United States in the late 1960s. The main advantage of this course is
the tapes, which give the students practice in listening and repeating

until the language drill becomes automatic. The main weakness of the course is the lack of writing. In general it is an outdated text.

4. The American Centre

This was established in 1970. It uses the American series "900" books, and depends upon Jordanian teachers with M.A. or B.A. qualifications. The fee for each course is 25 Jordanian Dinars. The number of periods taught per course is 42. Its aims are the same as those of the House of Languages. The students of this centre come from the whole cross-section of Jordanian society. The results show that the students of this centre and the students of the House of Languages are better than their counterparts in grammar, but they have relatively little facility in speaking and understanding the English language. The author would strongly recommend the use of educational films, which should be controlled so that they complement the educational process as fully as possible.

In order to remedy the problems arising from teaching English, many questions need to be answered:

1. Do the books used in schools motivate the students to read and practise the language?

2. To what extent does each student have the motivation to learn English?

3. Do teachers motivate students to speak the language by the methods they use?

4. Are parents aware of the need for the English language and do they encourage their children to learn it?

5.   Are there other resources which could assist the schools in
     their task of teaching the English language?

6.   Do boys and girls have the same level of motivation to study
     English since girls have fewer chances than boys of studying
     abroad?

Finally, one must not overlook two further facts. First, social
restrictions, habits and religion require that all schools are single-
sex and create differences between boys and girls in Jordanian society.
Secondly, it is important to remember that the achievements of students
is affected partly by the area in which they live, by their parents and
by their social class.

The main aim of this work is to suggest answers to these questions
and to draw the attention of the authorities and experts to the import-
ance of motivation in all the aspects of English language teaching in
Jordan.

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CHAPTER THREE

REVIEW OF THE LITERATURE

A. *Motivation and Learning*

Learning and teaching a foreign language are activities which depend to a considerable extent upon when and how this educational process takes place. Choosing the best time and age when pupils are at their most receptive is as important as the choice of suitable, up-to-date textbooks and appropriate modern teaching methods. Learning may generally be described as a modification of behaviour brought about through the acquisition of both knowledge and experience; the learning of theory and the acquisition of further skills arising from the act of putting theory into practice. All discussions of the learning process reflect this statement to a greater or lesser degree and most specialists refer to the process of learning as that of acquiring new behaviour patterns, or modifying existing ones, as a result of personal experience. The literature on the subject contains many references to this central idea which Thorndike simply calls "a series of changes in human behaviour". He, and many of the other specialists in this field of study, agree that teaching is fundamentally a process of helping the pupils to learn how to do something by giving them the knowledge or theory and by helping them to acquire the experience or practice.

In acquiring a foreign language, motivation and the attitude towards that language are vital elements of learning. Linguistically and psychologically, motivation is the inner drive, impulse and emotion; it is the desire that moves the learner to a particular action designed to fulfil his needs. Howard Bernard defines motivation as a basic or internal drive as well as an external incentive or reward; it is therefore the process of arousing, maintaining and controlling interest.

An understanding of motivation is essential in the study of the psychology and behaviour of the learner. During the last forty years a number of different interpretations of motivation have been given and many theories have been advanced in the area of language learning. While some of the theories are stronger than others, each has its own merits.

Some pupils attend school with a desire to learn everything which the school and teachers can offer; here the principle task is to provide sufficient and appropriate learning activities for them. But many pupils have no desire to learn or do not wish to learn in the structured manner usually demanded by schools and teachers. This is why both school and teacher are vitally important in guiding motivation in the correct direction. Motivation in schoolwork consists chiefly in leading pupils to a realisation of the need for the knowledge and culture which the schools are trying to impart. We would all agree with the statement that motivation is not a process of forcing, because the major task of the teacher is not coercing but encouraging, inspiring and guiding the students to achieve their objectives.[3]

This is why motivation is fundamental in explaining the success or failure of teaching a foreign language. Motivation is closely connected to the behaviouristic reinforcement theory. This leads us to the question of motive for learning the mother tongue. Is it the desire to behave in the same manner as the people around you? Is it a desire to communicate with the people about you, or is it a question of respect for the other members of your society and an urge to form a similar character? The answer probably lies in a combination of all of these factors.

Samuel Bell states that, "Motivation is usually defined by psychologists as the process involved in arousing, directing and sustaining behaviour".[4] It is true that though we may observe the learner's behaviour we cannot directly observe his motivation. Every teacher can observe poor behaviour of a student in the classroom and can also shape the learner's personality. Most psychologists refer to motivation as an important element in behaviour, but it is not the only determining factor, and may be very dangerous if misused.

In his account, "The Common Sense of Motivation", Atkinson defines 'want' as a lack of or the feel for the need of something. He interprets 'wish' as a longing to achieve something, and he sees 'desire' as a longing or craving. "The concepts of common sense have to do with satisfaction and dissatisfactions with wants that lead to actions, with decisions that are arrived at concerning the appropriateness of alternative actions, with conflict of interest, with feelings of frustration and feelings of gratification, all of which constantly fill our daily conscious experience".[5]

Gazda and Corsino considered motivation as a part of observational learning when they said that, "It is attention, retention, motor reproduction and motivation. Attention and retention are mainly concerned with acquisition, while motor reproduction and motivation are mainly concerned with performance".[6]

B.   *Theories of Motivation and Attitudes to Learning English and Second Languages*

Discussion of the studies relating to this topic will be arranged as follows: first, international studies in a historical sequence; secondly, studies of the Arab world; and finally, studies of Jordan.

All teachers attempt to create an ideal environment in which to motivate students to take part in the learning process. Presenting a classroom situation is essential but we also need to specify the goals and choose the most suitable methods. When the teacher feels that the student has been persuaded into a frame of mind which is receptive to knowledge, he assumes the role of a model to be imitated. When the students begin imitating the teacher in this manner the first steps for accomplishing the goal have been taken.

In 1949 W.R. Jones demonstrated that the attainment of proficiency in Welsh as a second language was correlated with attitudes towards the study of Welsh.[7] Ten years later Gardner and Lambert hypothesised that an integrative motive would produce higher achievement than an instrumental motive. This was the result of their study in Montreal of English-speaking high school students. After testing the students they found that their achievement in French was dependent upon both aptitude and intelligence as well as a sympathetic orientation towards the target language.[8] Achievement seems to depend upon two factors: 1) general language learning aptitude, and 2) a favourable attitude towards the other linguistic group.

Despite the fact that aptitude and achievement were especially important for those French skills stressed in school, the acquisition of audio-lingual skills was determined primarily by the attitudes, motivation and orientation of the students.

In 1963 Tunstall concluded that advanced language students have a definite, immediately accessible goal which may sustain a strong degree of motivation in language study. Here we have a kind of measuring of the integrative and instrumental reasons for language study.[9]

Concerning social motivation in the classroom, Margaret Nancy White draws a parallel between education and society. She describes the classroom as a microcosm of society in which pupils represent the individuals.[10]

In 1968 H.J. Feenstra and R.C. Gardner studied grade nine high school students' performance in French. This study showed the importance of attitudes towards the other language group and how these attitudes affected the degree of proficiency reached in learning the language of that group. They also found a direct relationship between parents' attitudes towards French Canadians and their children's achievement in learning French; parents with positive attitudes towards the other target language community encouraged their children to learn the language in a more active and positive way than those parents with less favourable attitudes.[11]

Spolsky (1969) studied the attitude of learners of a second language towards the language and its native speakers. After testing three groups of foreign students studying in the U.S.A., he found that integrative motivation generally accompanied higher scores of proficiency in English. From this he concluded that a student learns a language better when he wants to be a member of the group speaking that language. "Learning a second language is a key to possible membership of a secondary society; the desire to join that group is a major factor in language learning".[12] He emphasises therefore the importance of attitude. The student's attitude towards the people speaking the other language will have a great effect upon how well he learns.

Adams and Ewing studied the attitudes of Puerto Rican students learning English in the town of Quebradillas. Data for the study was collected by personal observation, by interviewing teachers and administrators, and by the completion of questionnaires. Although the students

exhibited a predominantly positive attitude towards the acquisition of English as a second language there were marked differences in attitude determined by the type of school attended by the students. Those students attending private Catholic schools where English is the language of instruction were more positively motivated than those students in the state schools. It was also apparent that students from an urban environment performed much better than those in rural schools. This was to be expected as students in the urban areas would have a greater realisation of the need for English in social and economic life than would their counterparts in rural areas.[13]

The best known theory which affects all research carried out after 1972 is the socio-psychological theory of second or foreign language learning discussed by Wallace Lambert and Robert Gardner. They argue that if the learner is psychologically prepared to adopt the different aspects of behaviour which characterise members of the other linguistic and cultural groups, these aspects are basic for the success of the learner in the second language. "The orientation is said to be instrumental in form if the purpose of language study reflects the more utilitarian value of linguistic achievement such as getting ahead in one's occupation. In contrast the orientation is integrative if the student wishes to learn more about the other cultural community because he is interested in it in an open-minded way, to the point of eventually being accepted as a member of that other group, or because of dissatisfaction experienced in their own culture or thinking of it as a second membership group for him".[14]

This theory provides a hypothesis to study the phenomenon of second and foreign language learning. It is essential to take into consideration the attitude of the learner and his parents towards other ethno-linguistic communities.

Classifying motivation into two sections, long-term and short-term, is also illuminating. A short-term goal, passing a language course for example, seems to be a reason for achievement or it could be fear of failure. This may be a more instrumental than integrative motivation. But the wish to become a member of another society is a long-term motivation or an integrative motivation. Each type has its aim to achieve and there can be strong motivations to learn a foreign or second language. From the instrumental motivation we feel the practical need for the language, whilst from the integrative one we feel interest in the other culture. In this context culture refers to the ideas, customs, skills, arts and feelings that are characteristic of a linguistic group.

The instrumental approach may be extremely effective when there is a degree of urgency about learning and mastering a foreign language. For example, a Jordanian student studying medicine or engineering must learn the English language in order to keep up with recent scientific research in his chosen field. Zughoul considers English to be more instrumental than the student's native language in finding higher status in his job, in finding new employment of higher status and in continuing his education.[15] It is a widely held belief that knowledge of the English language is essential in many fields of study, particularly in science and technology, and this belief helps to form parental attitudes in encouraging their children to concentrate upon English as an instrumental need for their future. We agree with social psychologists in their expectations that "success in mastering a foreign language would depend not only on intellectual capacity and language aptitude, but on the learner's perceptions of the other ethno-linguistic group involved, his attitude towards representatives of that group and his willingness to identify enough to adopt distinctive aspects of behaviour".[16]

Lambert touches upon the relationship to social class when he states that higher class families may admire English as instrumental and value the activities which contribute to maintaining higher social standing, in economic and social situations for example. But the lower class families have little skill in English and hold negative attitudes towards it. Because of their place of residence and the type of work which they perform they tend to be culturally isolated.

There is a strong belief that intonational patterns are very difficult to master in a foreign language especially for the student who learns the language instrumentally; therefore, passing the examination becomes his main target. Gardner gave two roles of parents in relation to their children's success in learning a second language - active and passive. In the active role parents consciously encourage their children to learn the language, they ensure that he does his homework, encourage him to do well and reinforce and praise his success. The passive role is more important as parents are usually unaware of it; their attitude towards the community whose language the child is learning is passive. Several studies emphasise the importance of this attitude in second language acquisition.[17]

The integrative motive is that which permits students to interact with the community which speaks the other language because they have positive attitudes. The student's orientation and his skill in the second language grow according to the attitude in his home towards the other linguistic group. Feenstra (1967) discussed the association between the active and passive parental roles and the student's achievements and Gardner emphasises four points: first, the importance of the attitudinal-motivational characteristics of the student in the acquisition of

a second language; secondly, successful students are motivated to integrate with the other language community; thirdly, the integrative motive is derived from the home and is fostered by the parents' attitudes; and fourthly, the process of second language acquisition involves assuming the behavioural characteristics of the language community and the student will therefore face pressures from his own cultural community.[18]

Lambert's theory in the findings of Yasmeen Lukmani's study in 1972 cannot be applied to India - almost a continent in itself with 14 officially recognised state languages, none of which before 1950 was designated as a national language - India used English as the link language for administration, commerce and higher education. Lukmani studied English proficiency and the nature of motivation of Marathi-speaking high school students from non-westernised families. The main finding of her study was that the students were instrumentally motivated to learn English and their examination marks correlated significantly with their English proficiency. The higher their motivation to use English as a means of furthering their career and promotion prospects, the better their English language marks. In other words, the need for English in order to have a better life and as a help in earning one's living is stronger than the integrative motive. This is a direct contradiction of Lambert's ideas.[19] This observation has been confirmed by Braj Kachru who noted that those students with higher instrumental motivation obtained better marks in tests of English proficiency.[20]

Herta Teitelboum, Allison Edwards and Alan Hudson (1975), in a test of Spanish proficiency and a questionnaire dealing with linguistic and ethnic attitudes, suggest that the ideas of integrative and instrumental motivation stand in need of careful re-examination. Their study indicates

that "a positive orientation toward the local Chicano community may be more of a hindrance than a help to the acquisition of Spanish as a second language".[21]

Clement indicated, in his study of students learning English as a second language, that the attitudinal motivational scales were reliable; that attitudes and motivation are related to achievement in a second language.[22]

Similar results are mentioned in Oller, Hudson and Lin. Oller, in his report "Attitudes and Attained Proficiency on EFL: a socio-linguistic study of adult Japanese speakers" (1978), concludes that the relationship between attitudes and attained proficiency is much weaker than shown in his previous study of 1977 of native speakers of Chinese in the United States. He suggests that the difference may be due to the degrees of appeal of English to Chinese students (the 1977 study) and to Japanese students (the 1978 study).[23, 24]

Omaggie emphasises the importance of personality. He states, "In foreign language learning, personality can be important in the same way that certain positive characteristics are to be considered essential for a good language learner".[25]

Studies related to the Arab world and the attitudes towards learning English as a foreign language are limited. In 1971 Shuman conducted research in Beirut and aimed at establishing a relationship between Lebanese children's attitudes towards learning English and their achievements in learning the language. The subjects of this study were 114 male and female elementary school students from five schools in the area; the children's attitudes towards learning English and their achievements in learning the language appeared to show no inter-relationship.[26] Another

study, carried out by Kanazi in 1979, was conducted at the American

University of Beirut and this also failed to show any relationship be-

tween attitudes and achievement.[27]

Studies relating to Jordan are similarly limited. The most signif-

icant of these studies is the "English Language Policy Survey of Jordan"

by Harrison, Prater and Tucker of the Ford Foundation.[28] Their research

was carried out in response to a request from the Jordanian Ministry of

Education which provided considerable assistance to the researchers.

Much help was also given by the University of Jordan and the study has

proved to be particularly influential because of the involvement of these

authorities and because of its professional and businesslike approach to

the problems of English language teaching.

The results of the survey were officially presented to the Ministry

of Education and the Ford Foundation sponsored a two-day seminar at which

the findings and recommendations were discussed by the authors and by key

educational administrators and academics from the Ministry and the Univer-

sity of Jordan. A National English Language Planning Committee was

established as a result of the seminar and was charged with the immediate

implementation of certain recommendations and the continued study of others.

The survey involved "first, an appraisal of policy statements regard-

ing the aims of English instruction, primarily from the point of view of

their clarity, scope and specificity, and their compatibility with other

relevant policies, in particular those relating to the aims of Jordanian

education in general. Secondly, the project dealt with the feasibility

of these policies".[29]

The report also details the results of a study of the reported lang-

uage behaviour and language attitudes of a section of the Jordanian work

force. The evaluation of features of the curriculum in terms of the reported use and expressed need for English by these respondents represents an innovation which has a number of applications, some of which are also discussed in the paper.[30] This research also pays particular attention to instrumental motivation as a stimulus for learning a foreign language and the authors show that Jordanian parents are very conscious of the instrumentality of the English language and actively encourage their children to study it.

M. Salih has studied the attitudes of secondary students in Amman towards English as a foreign language. He found that the relationship between students' attitudes and their proficiency in the language was not significant.[31] He also found that the students appeared to be more integratively oriented towards the English language, but they were not so oriented towards the people and culture of the community whose language they were studying.

A recent study - and the last that the author shall consider in this chapter - was carried out by Zughoul and Taminian in 1984.[32] They considered a random sample of 412 students from different departments of Yarmouk University and looked at their attitudes towards learning the English language. The study indicated that there was still a strong feeling that English constituted a threat to Arab identity and had been imposed upon the Arab people as a language of administration and education. Language is a particularly important defining characteristic of nationality but the call for maximising the use of Arabic has failed because:

1. Educational planners received their education in the West and prefer to keep things as they are.

2. No political decision regarding the use of Arabic has been
    enacted or carried out.

3. English remains the international language of scholarship -
    partly because of points 1 and 2 above - and there has
    therefore been no opportunity for Arabic to develop into a
    language of science and technology; failure to utilise
    English would only have adverse effects.

Arab university students still prefer their own language as a medium
of instruction at university level and English "does not necessarily suit
Arab students, who are expected to grasp a subject in a language that is
alien to them. Eight years of English in the relatively artificial envir-
onment of school is not enough to enable them to absorb ideas and concepts
in English nor to express themselves properly, either verbally or in
writing, in that language".[33] This attitude is apparent although students
view English as more instrumental than their native language for finding
a higher status job or for continuing their education. This means that
English is instrumental and not integrative, and Arab students do have
strong feelings about the use of their own language. These results con-
firm the conclusions of other studies of Arab students, for example those
of Ferguson, Marple and Zughoul.

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CHAPTER FOUR

METHODOLOGY

A. *Selection of the Sample*

The distribution of the Jordanian population is mainly urban with 60% of people living in urban areas, and 40% in the rural communities.[1] It is logical to reflect this fact in this study and the sample is there-fore divided into urban and rural groups. Since education in Jordan is segregated and since students attend either private or state schools, it is also logical to divide the sample along these lines giving male and female groups in both private and state schools. Random sample schools were taken to cover these divisions during the scholastic year 1985-86 and the two-hundred students selected for the study were divided into eight groups as shown in Table 11.

Table 11

Structure of the Sample

	Urban		Rural	
State School	Male	25	Male	25
	Female	25	Female	25
Private School	Male	25	Male	25
	Female	25	Female	25

The students considered in this study are taken from the final class, third secondary, grade 12. The reasons for this choice are:

first, students of this age group are aware of their answers and are

better able to express their opinions than students in the younger age

groups; secondly, they have completed many years of studying the target

language and have their own notes and opinions concerning the books,

teachers and methods; and thirdly, at this stage they begin thinking

about the need for learning a language and the motives behind learning

it.

The students in the sample divide neatly into eight groups of

twenty-five, as shown in Table 11, according to their sex, the type of

school attended and the area from which they originate. All students in

the sample completed a placement test designed to measure their achieve-

ments.

B. *Design of the Instruments*

The instrument used for measuring the motivation of students in

learning the English language, their attitudes to the language and their

achievement in learning it, may be divided into two parts: 1) the quest-

ionnaire and 2) the achievement test.

1. The Questionnaire

In the questionnaire, students were required to check the degree to

which they agreed or disagreed with the statements listed on a five-point

Likert scale: SA = strongly agree; A = agree; N = neutral; D = disagree;

SD = strongly disagree. Marks were given from five to one for items

expressing positive feelings and from one to five for items expressing

negative feelings. The first part of the questionnaire is a guideline

on how to answer the questions, brief biographical data on the student,

a statement that the objective of the questionnaire was scientific

research, and an undertaking that the confidentiality of the information given on the form would be respected.

The second part of the questionnaire may be divided into eight parts:

A. The first five questions measure the instrumental motive of learning English. The actual questions are:

1) English is basic in keeping up with modern developments in the world and doing higher studies.

2) I learn English to get into international business.

3) I learn English to get a good job and a higher paying job.

4) It is essential for a person who wants to advance to a high position in my country to learn English well.

5) I learn English to help me travel abroad.

B. Questions 6-10 measure the integrative motive of learning the target language. These questions are:

6) I study English in order to be able to live in an English-speaking country.

7) I study English because I am interested in English culture.

8) I am planning to be a member of an English or American family.

9) I study English to have a chance to be away from home.

10) I study English to behave like English people.

C. Questions 11-15 measure the attitudes of students towards English teachers. These questions are:

11) I study English in order to be an English teacher.

12) I feel that English teachers like their jobs.

13) Our English teachers ask us to do more than we can do.

14) My English teachers criticise me when I make mistakes.

15) I prefer teachers to use translation in teaching English.

D.   Questions 16-20 measure the attitude of students towards the text-books used.   The following are the questions:

16)   The books we use are interesting.

17)   I enjoy reading simple books in English.

18)   The books we use teach us only the grammar and the structure of the language.

19)   The books we use teach us the culture of the English society as well as the language.

20)   We need English books which are related to our life in Jordan.

E.   Questions 21-25 measure the social advantages of learning English. The questions are:

21)   People will respect me when I can speak English.

22)   I study English to be an educated person.

23)   I learn English to use some words and expressions in my daily life.

24)   I learn English to use my leisure time to better advantage.

25)   I study English to help me move into a higher social class.

F.   Questions 26-30 measure the attitudes towards English in general. The questions are:

26)   I enjoy studying English language and I am very careful about using correct grammar and vocabulary.

27)   I respect and admire people speaking English.

28)   We can develop our country without English therefore we should stop teaching English.

29)   Learning English will decrease my loyalty to my country.

30)   I like English more when I feel I am good at English.

G. Questions 31-35 measure the outside school factors on learning

English. The questions are:

31) We need English lessons on t.v. and radio.

32) My family encourages me to study English.

33) English language centres are important in teaching
English and the government should encourage and help
these centres.

34) I learn English to understand films and songs in English.

35) Public libraries have a good variety of books in English.

H. The last two open questions give the students the chance to express

their attitudes and motives behind learning English and whether

or not they like the language.

36) Write any other reasons why you wish to learn English well.

37) What are other reasons why you do not wish to learn English.

The Arabic version of the whole questionnaire is given as Appendix 1,

pp.

2. The Achievement Test

The author decided upon the skills that he wished to test. The

selection was based upon the skills which he had observed that his stud-

ents should have studied adequately at this point in their language work.

The author looked for items from different tests, to test these skills,

and some items were composed by himself to fill gaps where they presented

themselves. The comprehension passages were chosen with the advice of

the testing department of the Ministry of Education to suit the students'

level.

The passages were then orientated for Jordanians, by changing names, etc. The tests were then tried upon two classes which were known to the author; one of boys and one of girls - a total of 60 students. By comparing the results with their classroom work and marks, it was possible to see a high level of reliability and validity in the tests.

The test may be divided into three parts: first, two comprehension passages and related questions; secondly, a total of forty questions relating to vocabulary and grammatical points; thirdly, a closed test (filling words in blank spaces of a passage) designed to test the students' ability in writing.

The purpose of the test is to measure the students' achievement of the secondary school English objectives. It also deals with a number of important points that are taught in the secondary school English syllabus. A description of the test items falls into the following four categories:

A. Reading Comprehension   Item Nos.

    1) Noting important details in a reading   1, 2, 3, 6, 7, 9
        passage

    2) Getting word meanings while reading a   4, 8
        passage

    3) Recognising cause and effect relation-   5, 10
        ship while reading a passage

B. Structure

    1) Word order   1, 16

    2) Yes/No questions   2

    3) Prepositions   3

    4) Possessives   4, 10

    5) Conditional clauses   5, 7

Item Nos.

6)	Negative agreement	6, 11
7)	Catenegative verbs	8
8)	Comparatives	9, 17, 20
9)	Adjectives	12
10)	Tenses - present perfect	13
	past cont.	14
	simple past	18
11)	Passive voice	15
12)	Modifiers	19

C. Vocabulary

1)	Giving meaning of vocabulary	21, 22, 23, 24, 25, 27, 28, 29, 30, 31, 33, 38, 39, 40
2)	Using vocabulary in sentences	26, 32, 34, 35, 36, 37

D. Writing sentences with correct vocabulary   41-50

For ease of reference, the author has given the actual test questions within the following pages.

I. Comprehension: (25) Read the following passages carefully.

A) An Englishman living near Southampton recently had a most unlucky day's fishing. He was standing on a low bridge when he had the misfortune to knock his tin of bait into the river. Leaning over the side of the bridge, he tried to hook the tin and pull it out of the river. As he did so, his car keys fell out of his pocket and disappeared in the water. Feeling thoroughly annoyed with himself and his luck, the fisherman leant over the bridge to try to see where his keys had gone. As he did so, the bridge

collapsed and he fell into the river. This was the last
straw. The fisherman crawled out of the river and went
back to his car. There he discovered that he had locked
the doors and could not get in. His anti-thief lock had
immobilised his car. There was nothing left for him to
do but walk sadly home.

Choose the best answer:

1. How did the tin of bait get into the river?

   a) It fell in when the bridge broke.

   b) The fisherman knocked it in accidentally.

   c) It fell in when the fisherman fell in.

   d) It was probably blown in by the wind.

2. When did the fisherman first lean over the bridge?

   a) When it broke.

   b) When the bait fell in.

   c) When his keys fell in.

   d) A few minutes after he first started fishing.

3. What was the last straw, according to the passage?

   a) Being unable to get into his car.

   b) The collapse of the bridge.

   c) The loss of his car keys.

   d) The loss of his bait.

4. What is the meaning of misfortune in line 27?

   a) Good luck.

   b) Fortunately.

   c) Bad luck.

   d) Accidentally.

5. The bridge collapsed because

   a) The fisherman was unlucky.

   b) It was old and over-used.

   c) The fisherman lost his car keys.

   d) It was made of straw.

B) Diana has a car of her own. There is something wrong with
   it. She has driven into a garage.

   Mechanic: Good morning, Mrs. Talal. What can we do for
   you?

   Diana: I'm afraid there is something wrong with the car.
   I've just noticed that it's been using a lot of
   petrol lately, far more than usual.

   Mechanic: Oh? We'd better have a look at it then, hadn't
   we? Can you leave the car with us now?

   Diana: I suppose I'll have to. Do you think it might
   be something serious?

   Mechanic: I shouldn't think so. You never know, of course.
   It might be the engine.

   Diana: I certainly hope not. I want to use the car this
   evening. Do you think I'll be able to? I mean,
   will it be ready by then?

   Mechanic: It might be. It all depends on what the trouble
   is. Do you think you could give us a ring around
   5? We'll know by then.

   Diana: Around 5? All right.

Questions:

6. Diana takes the car to the garage?

   a) In the morning.

   b) In the evening.

   c) In the afternoon.

   d) Around 5 p.m.

7. Diana noticed the trouble?

   a) Several days ago.

   b) Many days ago.

   c) Not long ago.

   d) A long time ago.

8. The mechanic says the car

   a) Will definitely be ready in the morning.

   b) Might be ready in the evening.

   c) Can't be ready in the evening.

   d) Should be ready in the evening.

9. The mechanic asks Diana to

   a) Come to the garage around 5.

   b) Telephone the garage around 5.

   c) Use the car around 5.

   d) Leave the garage around 5.

10. The mechanic tells Diana that her car will be ready in the evening if

    a) She rings him around 5.

    b) He is able to locate the trouble.

    c) The trouble is not serious.

    d) The trouble is in the engine.

II. Grammar and Vocabulary (50)

   1. What time did you leave last night?

      I went ..... at 7 o'clock.

      a) to home   b) at home   c) to house   d) home

2. ... this car worth 3,000 J.D. last year?

   a) Do   b) Did   c) Is   d) Was

3. Where do you live, Ali? I live ..... King Hussain Street.

   a) to   b) at   c) next by   d) on

4. Whose books are these? They're ....

   a) of Ahmad   b) of Ahmad's   c) Ahmad's   d) Ahmads'

5. I don't understand it. Sameer is always late to class.

   He .... if he got up earlier.

   a) wasn't   b) wouldn't be   c) wouldn't   d) didn't

6. "Can Mary cook?" "No, and her sister can't ...."

   a) too   b) also   c) either   d) neither

7. The leader made a brilliant decision, didn't he?

   Yes, he did. I don't know ehat I'd have done if I ....

   to make that decision.

   a) would   b) had had   c) have had   d) did have

8. Do you like to play tennis?

   Yes, I enjoy .... tennis.

   a) playing   b) to play   c) play   d) the play

9, The new system is more productive and ....

   a) cheap   b) cheaper   c) less expensive   d) costs less

10. Neither Salma nor Huda remembered to bring .... book.

   a) their   b) they   c) them   d) her

11. Tom can't come to the party, and ....

    a) so do I   b) I can't so too   c) neither can I

    d) I can't neither

12. The discovery was made after a .... study.

    a) two years   b) two year   c) two year's   d) two years'

13. The headmaster .... the letter, so you can post it now.

    a) is writing   b) has written   c) writes   d) was writing

14. The new student .... his homework when the teacher came in.

    a) is doing   b) has done   c) did   d) was doing

15. Someone has stolen my pen. It ....

    a) is stolen   b) was stolen   c) has been stolen

    d) is being stolen

16. As a rule, do you go to bed late? Yes, ... late.

    a) Always I go to bed   b) I always go to bed
    c) I go to bed always   d) I go always to bed

17. Hassan is very intelligent, isn't he? Yes, he's ....
person I know.

    a) intelligentest   b) more intelligent
    c) most intelligent   d) the most intelligent

18. I'm going to Jerusalem next month. I wish I .... time
to go with you.

    a) have   b) will have   c) had   d) would have

19. Let's have lunch at the Jordan restaurants. I can't.
    I didn't bring .... money today.

    a) some   b) any   c) some of   d) any of

20. Those girls are identical twins, aren't they? Yes, they
    look exactly ....

    a) same   b) alike   c) like   d) same ones

21. I didn't even have time to <u>glance at</u> the newspaper today.

    a) thoroughly   b) pick up   c) take a quick look at
    d) buy

22. I'd like you to <u>look over</u> this report.

    a) neglect   b) examine   c) correct   d) rewrite

23. Who <u>raised</u> that child?

    a) took up   b) brought up   c) got up   d) made up

24. Do you <u>get along with</u> Sameera?

    a) do you live with Sameera
    b) are you friendly with Sameera
    c) are you angry with Sameera
    d) do you go places with Sameera

25. That man is <u>staring</u> at us.

    a) smiling   b) looking   c) shouting   d) laughing

26. Basil holds his trousers up by wearing a belt around his ....

    a) head   b) leg   c) waist   d) neck

27. It <u>continued</u> snowing all afternoon.

    a) kept after   b) kept on   c) kept out   d) kept over

28. Mona <u>selected</u> a beautiful necktie for John.

    a) picked off   b) picked out   c) picked on
    d) picked over

29. Please let me sit down: I'm <u>exhausted</u>.

    a) worn down   b) worn off   c) worn out   d) worn away

30. Last summer water was <u>scarce</u>.

    a) abundant   b) insufficient in supply
    c) sufficient in supply   d) plentiful

31. There was a small <u>pond</u> on the estate.

    a) flower garden   b) grove of trees   c) body of water
    d) summer house

32. The soldier was seriously ...... in the battle.

    a) broken   b) wounded   c) damaged   d) treated

33. My friends are going to <u>hire</u> a car for their trip.

    a) buy   b) rent   c) borrow   d) use

34. She went to a .... so that she could get her tooth filled.

    a) chemist   b) dentist   c) biologist   d) physicist

35. A good leader always gives his orders without ....

    a) improvement   b) encouragement   c) hesitation
    d) decision

36. The roses in our garden .... away because nobody had watered them.

    a) ploughed   b) scraped   c) raked   d) withered

37. Because of poor rainfall, many African children die of ....

    a) shame   b) famine   c) death   d) disrespect

38. The time I stood and looked at Petra was a truly <u>memorable</u> occasion.

    a) unforgettable   b) forgettable   c) unforgivable
    d) lovely

39. Some birds, <u>for instance</u>, eat their own body weight of food every day.

    a) for pleasure   b) for hunger   c) for food
    d) for example

40. <u>Dissolve</u> sugar in a cup of boiling water.

    a) melt   b) wet   c) place   d) drink

III. Fill the blanks in the passage with the words given:

On, especially, will, occurred, lost, result, rise, afraid, up, certain, possible, soon, control, frightened, night, cases, accept, remedy, children, keep, enough.

The increase in crime .... street is giving ....
to considerable concern. The police are doing everything
..........., to .... the situation. Nevertheless,
attacks on old people .... women, still go on. Some
people are .... to go out at .... because they fear
they .... be robbed or beaten ...... A few ...... have
.... their lives or died later as the ...... of shock.

It seems .... that we shall .... have to ....
responsibility for helping to .... our streets safe for
our mothers, our wives and our .... It is not ....
to say how appalling the situation is, we must unite in our
efforts to .... it.

C. *Statistical Analysis*

The detailed results of analysis are given in the next chapter but
it is appropriate to discuss the methods of analysis here. The first
step was to determine the percentage of positive responses for each
factor, then neutral and finally negative attitudes were all calculated
on a percentage basis. This was done for each of the eight random
samples taken in the study as well as being done for the complete sample.

Since the sample was divided according to type of school, sex and
urban or rural origin and since these factors are likely to affect the
students' responses to the test questions, it is also worthwhile to
calculate the percentage of each factor with respect to these parameters
and these findings are also presented in the next chapter. The author
has also ascertained the average of the marks of those students who have
instrumental motivation and those who have integrative motivation accord-
ing to the same parameters of sex, schooling and location. As the eight
sample groups represent a broad cross-section of Jordanian society, from
a variety of educational backgrounds and geographical location, it is
apparent that by considering the eight groups as a whole one may obtain
a broad reflection of the attitudes of the Jordanian people. This
analysis has been carried out and the results are presented in the
following chapter.

Evidently the achievements of students in the sample may be affected by the educational background of their parents and this possibility has not been neglected in the analysis. The parents were divided into two groups: one holding the secondary certificate - and below the level of the general school certificate - and the other holding university degrees and postgraduate degrees. The average results of students from both groups of parents have been calculated with reference to the three parameters of sex, school and location; the same has been done for the sample as a whole.

Finally, in order to give an indication of the level of education in each part of Jordan the percentage of each group in each of the eight random samples has also been calculated.

References

1   Cameron, J. and Hurst, P.; _International Handbook of Education_
     Systems, Volume II: Africa and the Middle East, London: John
     Wiley, 1983, p. 644.

CHAPTER FIVE

FINDINGS

The most important question concerning the students' motivation to learn English in Jordan is whether this motivation is instrumental or integrative. The findings of this study are that in all schools and areas of Jordan the main motivation is instrumental - 74.8% of the respondents with only 14.2% indicating integrative motivation. The instrumental motivation is also more apparent in private schools where 80.6% of students are thus motivated compared with 69% in state schools. In urban areas, instrumental motivation also appears to be the main impetus for learning English; 81% of the sample exhibit this motivation compared with 68.8% in rural locations. The sex of the student appears to have no noticeable influence on his or her motivation.

Table 12

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
74.8	14.2	40.6	38.9	30.5	68	51.4

Dividing the students according to the type of motivation they have - instrumental or integrative - and comparing their results in the achievement tests leads us to two important observations. First, the instrumentally motivated students obtain higher marks than others. Secondly, instrumental motivation appears to be stronger than integrative motivation in driving the students to learn more.

Table 13

The Relative Percentages of Students with respect to the seven mentioned factors

Sex	Location	School	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
M	Urban	State	77.6	12.8	35	40	32.8	72.8	52
		Private	82.4	12	47.2	45	32	80	56
	Rural	State	55.2	12.8	33.6	36	28	40.8	35.2
		Private	76	18.4	37.6	40	39.2	76	57.6
F	Urban	State	77.6	13.6	57.6	36.8	22.4	72.8	61.6
		Private	86.4	12	44.8	28.8	28.8	80	48.8
	Rural	State	65.6	11.2	32.8	46.4	23.2	47.2	43.2
		Private	77.6	21	36.8	38.4	37.6	74.4	57.6

Table 14

Average of the marks of students' achievements
in the placement test with respect to their type of motivation

Type of Motivation	Male				Female			
	Rural		Urban		Rural		Urban	
	Private	State	Private	State	Private	State	Private	State
Instrumental	52	30.2	83.5	47.6	60.5	30.4	85.1	58.3
Integrative	44	24	82.4	43	51.8	29.2	81.3	46.6

Integrative learning of English could indicate a threat to national identity; being motivated by a desire either to emigrate to an English-speaking country or by disaffection with one's own culture. On the other hand instrumental motivation is more practical and useful in terms of development and advancement on international levels without detriment to national integrity. Therefore these arguments become part of the criteria for the type of questions used to obtain the results indicated above.

Findings concerning the students' attitudes towards English teachers are not encouraging: only 40.6% have a positive attitude towards their teachers, 34.5% have a negative attitude and 25% indicated a neutral response. This finding must, of course, be seen in the context of Jordanian society and the teacher's position in that society, and will be examined more fully in the next chapter. Urban respondents have a more favourable attitude towards their teachers - 46.2% having a positive attitude compared with only 35.2% of rural respondents - and female students exhibit a better response than their male counterparts - 43% of female students have a positive attitude towards their English teachers. Students from private schools have slightly more positive attitudes towards their teachers than do students from state schools. This fact is indicative that teachers in private schools generally have a better social position than teachers in state schools.

The extent of dissatisfaction with English textbooks in all types of Jordanian schools will be discussed in the next chapter, but one may say that only 39% of respondents had a positive attitude towards their textbooks with nearly the same percentage showing a negative response. No significant differences with respect to sex, schooling or location are discernible.

The social advantage of learning English (higher social class, greater social respect, use of the language at work, etc.) are not, as far as this survey has been able to establish, prime motivations. Only 30.5% of students claimed these were their reasons for learning English and 45.7% gave a definite negative response. However, male students, students from private schools and students from urban areas all attach more significance to the social importance of English than do female students, students from state schools, and students from rural areas.

It is important to assess the general attitude towards the English language in Jordanian society and whether or not students are interested in using it correctly and accurately. The statistics show that there is considerable interest in English and significant emphasis has been placed upon it as the first and most important foreign language in Jordan. In this study, the positive response to an interest in English was 68%; it is higher in urban areas and in private schools where the figures rise to 76.4% and 77.6% respectively. This is to be expected because of the greater need for a knowledge of English in the urban areas which is less necessary in rural locations. It also reflects the special importance that is attached to English in the minds of Jordanians.

The seventh factor deals with elements outside the school - such as t.v. and radio, the family, language centres, films and songs, school and public libraries - which affect the process of teaching English as a foreign language. Unfortunately, students do not appear to receive positive contributions from these sources: only 51.4% of students gave a positive response. These sources should play an essential role in motivating students to learn English and one would expect them to make a more positive contribution than these figures suggest. In urban areas

and in private schools, students are more influenced by these stimuli

and are, of course, exposed to these stimuli much more than their

counterparts in rural areas and in state schools.

Table 15

Results of the study of the seven factors with respect to location

Area	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Urban	81	12.6	46.2	37.6	29	76.4	54.6
Rural	68.6	16.1	35.2	40.2	32	59.6	48.4

Table 16

Results of the study of the seven factors with respect to sex

Sex	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
Male	72.8	14	38.3	47.7	33	67.4	50.2
Female	76.8	14.4	43	37.6	28	68.6	52.8

Table 17

Results of the study of the seven factors with respect to schooling

School -ing	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7
State	69	12.6	39.7	39.8	26.6	58.4	48
Private	80.6	15.8	41.6	38	34.4	77.6	55

Previous findings are supported by analysis of the results of the last two open questions in the questionnaire. Some new points are also raised. Many respondents described their textbooks as boring or difficult, an indication that they do not meet the students' needs. With reference to their teachers and the teaching methods employed some respondents comment that they are often boring and fail to effect any motivation. The more interesting comments that were made are as follows:

1. Many of the respondents expressed the need for greater practice and more oral work, in particular the need to practise the language with native speakers.

2. Some students complained of the difficulty in pronouncing certain words and sounds correctly, especially vowel sounds.

3. The students from state schools generally were convinced of the need to teach English from grade one and not leave it until grade five before starting, as is at present the practice in the state schools.

4. Many of the respondents from rural areas complained about the lack of qualified teachers, the poor teaching of those beginning the subject (particularly in grades 5, 6, 7 and 8), and the general neglect and carelessness apparent throughout the teaching of English in remote rural areas. These comments have been emphasised to the author, personally, by these students after they had completed the placement test. They said that in grades 5, 6, 7 and 8 they were often taught by the physical education teachers or other teachers who frequently did not have the ability to deal proficiently with simple linguistic tasks.

5. Some of the more conservative students felt that learning English was a threat to their religion and a weakening of their loyalty to the mother tongue.

6. Very few students drew any connection between their poor motivation to learn English and historical factors relating to the British occupation of Jordan; nor did they see any connection between their poor motivation and other political factors.

7. Some of the respondents from rural areas felt quite strongly that students in the urban areas had better chances of learning English because they had better facilities, qualified teachers, private language centres and well-educated parents and relatives.

8. Some of the female respondents from rural areas mentioned that they have no chance of studying abroad because of traditional, cultural and religious reasons. This of course lessens their motivation to learn English.

The level of education in a family in general has a great effect upon the children in that family. Table 18 shows that the parents of children in private urban schools are highly educated - 54% of them are graduates or postgraduates, similar parents in the rural areas number only 5.5%.

Another point which arises is that the parents of students in private schools are more highly educated than the parents of students in state schools. This poses the question of whether or not there is any relationship between the parents' level of education and the achievements of their children. The results show that the children of highly educated parents obtained better results in the placement tests than other children -

Table 18

Parents' level of education according to location

Level of Parents' Education	State				Private			
	Male		Female		Male		Female	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Secondary Certificate and below General Secondary School Education	20	24	13	25	11	20	10	13
University Graduates and Higher	5	1	12	0	14	5	15	12

Table 19

Achievement of students, by percentage, according to parental level of education

Level of Parents' Education	State				Private			
	Male		Female		Male		Female	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural
Secondary Certificate and below General Secondary School Education	46.1	28.4	48.2	31.2	81.9	48	83.5	57.2
University Graduates and Higher	50.4	30	70.1	-	84.2	52	85.4	69.5

this may be clearly seen in Table 19. The figures given in Table 20 also show that the achievements of students in private schools are far better than those of students in the state schools.

Table 20

The average percentage of achievement in the eight
random samples taken in the study

Female				Male			
Rural		Urban		Rural		Urban	
Private	State	Private	State	Private	State	Private	State
58.1	31.2	87	56.9	50	30	84.8	47

The students from urban areas performed better than those from rural areas, and although the results of male and female students in private schools are close, the female students in state schools have done better than the males. This point will be more fully discussed in the following chapter.

Generally speaking students from private schools, female students and students from urban areas obtain better results than students from state schools, male students and students from rural areas. This finding is illustrated in Table 21.

Table 21

The three different classifications - schooling, sex, location -
with the average achievement of each for the whole sample

Schooling		Sex		Location	
State	Private	Male	Female	Urban	Rural
41.3	70	53	58.3	68.9	42.3

CHAPTER SIX

DISCUSSION

A. *Instrumental and Integrative Motivation*

The instrumental motivation for learning English in Jordan is obvious and the results of this study show that most students have instrumental or practical reasons for learning the language. Some of these reasons are:

1. The English language is the bridge linking Jordan with the outside world and everyone must prepare him/herself to use this "bridge" in order to keep in touch with.a wider world.

2. It is difficult to be successful in business without an adequate command of the English language which is the language of correspondence, banking and contracts.

3. People who aspire to good jobs, at whatever level, require a knowledge of English; it is the key to better employment, higher salary and status.

4. Students at Jordanian or foreign universities find that English is often the language of instruction and the language or their written texts; a command of the language is therefore essential for satisfactory educational progress.

5. English has acquired status as an international language and anyone who intends to travel will invariably find a use for it.

The findings of this study support those of Lukmani (1972); Harrison, Prater and Tucker (1975), and Zughoul and Taminian (1984). The findings are also similar to those of the study carried out by Maple

in 1978, which emphasised that university students are instrumentally
motivated. The present results are not in total agreement with those
of Salih, who studied the learning of English by the students of Amman -
a university city and centre for embassies and large foreign companies -
this author's research covered a cross-section of rural as well as urban
students in both state and private schools. Salih's work concluded that
the students in Amman were integrally motivated.

The instrumental orientation derives from the status which English
enjoys as the first foreign language and as the language of university
study and business efficiency.

Looking carefully at the respondents from the private schools, we
find that they are more highly motivated than their counterparts from
state schools. This appears to be due to the following reasons:

1. The level of English is better and the students learn more when
   they feel that they are good at a subject.

2. The facilities available in private schools are better than in
   state schools - teachers, textbooks, etc.

3. The parents of private school students tend to be better educa-
   ted and therefore understand the benefits of the English
   language in their daily lives.

4. The financial status of private students' families is usually
   high and the students have a better chance of travelling abroad
   to continue their studies.

The students from rural areas have less motivation to learn English
than the urban students. This lack of interest is due to the circumstances
in which they live, their reduced chances of travelling abroad, and the
lack of interest from their families and friends.

Low integrative motivation to learn English seems to be the result of several factors. First, few Jordanians think of leaving their country either to live in or visit an English-speaking country. Secondly, most respondents indicate very little interest in English culture. Thirdly, an integrative motivation is often indicative of dissatisfaction with one's way of life and learning a language may be seen as a compensation for this feeling. In view of these facts, it is not surprising to find that only 14.2% of the respondents exhibit this type of motivation.

The lack of integrative motivation is due to several factors. Not least of these is the pride that the Arab people have in their native language which is, of course, the language of the Koran. There are also important historical reasons stemming from the period of the British Mandate. The Arab people are basically conservative and do not particularly welcome change in any aspect of their lives. They also learn about the period of British occupation and regard the creation of the State of Israel as a direct result of the British Mandate. They still refer to the area of Israel as Palestine - and all of these feelings are reinforced by current political events. These factors combine to such extent to give a negative outlook on learning the English language.

B.   *Attitudes towards English Teachers*

English teachers are only a part of the teaching profession in Jordan and they are part of a society which has evolved through different stages. Before 1960 teachers were the most important and respected profession in Jordan; since that date things have gradually changed and the profession lost in status relative to other professions. This decline continued until the mid-seventies when the profession had reached the level

of a low-paid job. This has happened because of inflation in a commer-

cially prosperous period which has dramatically improved the income of

businessmen and other professionals leaving the teaching profession

untouched. This flood of money into the market continued until the

first years of the nineteen eighties when commercial life returned to

more normal conditions. The very large number of medical and engineering

students who began to experience difficulties in obtaining employment at

this time helped to improve the position and status of teachers - medicine

and engineering have been the most preferred occupations in Jordan and

have always enjoyed high status. The teaching profession has not however

returned to its previously exalted status. The students' negative attit-

udes towards their teachers are sometimes brought about, or reinforced,

by the teachers themselves when they give students too much work to do,

when they criticise them severely for making mistakes, and when they

express their dissatisfaction with their jobs.

It is not surprising, if one bears these points in mind, to find

that only 40.6% of students have positive attitudes towards their teachers.

Urban students tend to have more positive attitudes because they have

more contact with teachers and see that their conditions of work are quite

acceptable. They also see that teachers may improve their incomes by

doing extra work in their free time - private teaching, translating, or

teaching part-time in language centres. Attitudes of students in private

schools are better than elsewhere, partly because teachers in these schools

are amongst the highest paid of their profession.

C. *Attitudes towards Textbooks*

Most Jordanian students take a negative attitude to their textbooks. There are several reasons for this:

1. The state schools

    a) The accumulation of weaknesses cause a negative attitude.

    b) Using the same series of textbooks for more than ten years has made the subject boring and old-fashioned to teachers and this feeling is transmitted to students.

    c) There is a lack of stimulating material, textbooks fail to deal with topics which are of interest to the students and therefore fail to create the desire to read more and understand.

2. The private schools

    The worst characteristic of English books in private schools is that they tend to be very difficult as they are usually designed for native speakers; this is obviously the wrong direction to take. There is active competition between private school teachers in choosing the most difficult textbooks as they feel that there is prestige attached to them. Such books are difficult for students to grasp and often their families are unable to offer any help or explanation. We should be up-to-date in choosing textbooks, but the choice should be controlled or directed by clear aims and policy. The textbooks should be both suitable and simple and a mixture of books using English and Americanisms (which students find confusing) should be avoided.

The male respondents tended to have a better attitude to their books than did the females. This is possibly because book designers tend to concentrate more on the needs and interests of males. This may be noticed particularly in the books in state schools. Books should not be devoted only to grammar and vocabulary but should also contain every-day language and situations which allow students to connect the material to their own lives and culture without separating it from English culture. Teaching English to beginners would benefit greatly from the introduction of rhymes, songs, poems and simplified stories which help to create confidence and encourage students to learn more.

D.   *Social Advantages of Learning English*

Several social advantages of learning English have been advanced: greater respect, the use of phrases and words in daily life to show one's education, helping one to gain entrance to a higher social class, etc. These aspects appear to have little effect upon Jordanians and although English is seen as important if not essential, it does not generally affect a person's social status or the development of his character. Those who considered that there are social advantages in learning English constitute only 30.5% of the sample.

In private schools this figure rises slightly to 34.4% because the students here have greater interest in the social advantages of English than do their counterparts in state schools.

E.   *Attitudes towards the English Language*

English is the medium of instruction in most companies, banks and universities. The staff in these institutions have a highly instrumental

motivation to learn the language. Attitude to the language, therefore, is a reflection of one's need for it. The results show that 68% of the respondents had a positive attitude towards English. The results also indicate the following:

1. Jordanian people enjoy English as a foreign language and give careful attention to its grammatical rules and to correct usage.

2. There is a feeling that English helps Jordanian development.

3. English is not seen as a threat to the mother language or as a weakening of loyalty to the country.

It is clear that the respondents·from the urban areas show a higher positive response than the rural respondents. This clearly reflects the greater interest in and necessity for English in the urban areas. Respondents from private schools have a 77.6% positive response towards English. This is due to the emphasis which is put upon English instruction because this is the main distinguishing feature of these schools and the factor which persuades parents to send their children to such schools. Other reasons for this positive attitude include the families' interest in English, the students' achievement in English and the better facilities available in private schools both in terms of teachers and books. Many studies have stressed this correlation between attitude towards a language and achievements in learning it. Examples are Feenstra (1967); Gardner (1960); Shuman (1971); Clement (1977) and Oller (1978).

A geographical factor which may lower the motivation to learn English is the fact that Arabic is a widespread language and all of the countries surrounding Jordan speak it. Some European countries, such as Holland, Belgium and Denmark, have greater need of an international language and a knowledge of English is therefore more important to them.

F.   *Factors Outside School*

Factors outside school which affect the student's ability to learn English include t.v., radio, encouragement from the family, films, songs, libraries and English language centres.   The Ministry of Education introduced the use of educational television in secondary schools in 1968, but there were only 40 secondary schools with television sets at that time. During the 1970s the experiment was extended to all schools; the students, however, do not greatly benefit as there are too few programmes and they are expensive to produce.

The role of the family is very important in helping students to learn a foreign language.   Encouragement from family members and help, if they are educated enough to give it, is essential.   Family attitudes towards the foreign language are crucial, as can be clearly seen in the rural areas where students' achievements are low and their families' knowledge of English is poor.

Language centres are found mainly in Amman and other major cities. Urban students, therefore, have better opportunities than rural students. The Ministry of Education would be well advised to introduce such centres into the rural areas since this would greatly improve facilities and opportunities.   The main language centres are those detailed in Chapter 2.

Libraries fall into two categories: public and school or academic. Public libraries in Jordan exist only in the main cities and even here there are not enough to cope with the increasing numbers of people wishing to use them.   Although the provision of public libraries in the cities is inadequate, this is a facility which is totally lacking in the rural areas.

School libraries are still in the early stages of development. Although many schools have a separate room which they refer to as the "library", there are often not enough books for students to read or borrow. Exceptionally, some of the well-known schools in the cities have good libraries. Libraries on their own are not enough; we need to build the skill and habit of reading from an early age. In order to achieve this the Ministry of Education should concentrate upon school libraries and encourage English language students to visit the library at least once a week, to practise using the language in writing reports, summarising stories and books, writing their comments on what they have read and by carrying out projects. The libraries should include a variety of books to meet the differing needs and interests of all students whatever their age. Extra-curricular activities must also be considered and encouraged as much as possible.

All of these factors outside the school environment which we have discussed have an influence upon students and positive respondents number 51.4%. This figure is higher in urban areas, however - 54.6% compared with 48.4% in rural areas. The same is true in private schools which show a positive response of 55% compared with only 48% in state schools.

G. *Results of the Placement Test*

A student's achievements are related to many factors outside his personal control: his family, his social and economic conditions, and the facilities available to him. A careful consideration of the family's role shows that it is crucial. The family's attitude to the language being learned by their children is particularly important. If they have

a positive attitude and are themselves educated in the language, they will make a substantial contribution to their children's progress. This observation is confirmed by the statistics included in this study, which show that children of highly educated parents obtain the best results in the placement test. Less educated parents do not have the same apprecia- tion of the value of English and their children tend to obtain lower marks.

Students in state schools obtained very low marks which is a reflec- tion of English language teaching in these schools. There is a large gap between the performance of students from state and private schools and most of the shortcomings of English language teaching are apparent in the state schools. This conclusion is unavoidable and the Ministry of Educa- tion should act to remedy this situation. The astonishing fact is that students from both types of school sit the same examination - the General Secondary Certificate.

The better performance of private school students - especially in English - is due to the following reasons:

1. English teaching begins earlier, usually in the kindergarten, and more hours are spent on English throughout all educational cycles.

2. There is a period of four years (from grade one to the end of grade four in the elementary cycle) where private school students are studying English when their counterparts in the state schools are not.

3. Private schools generally use more up-to-date and better quality books than the state schools.

4. English is given much more teaching time in private schools.

5. Facilities in private schools are better - libraries, qualified teachers, some native speakers - and the chances of pupils to travel to English-speaking countries are greater.

6. The students usually come from families with a high socioeconomic status, their families tend to be well-travelled and they are interested in their children's education.

7. Most private schools are in urban areas where English is in much wider use; the majority of state schools are in the rural areas where contact with the English language is much less common.

Parents of private school students are prepared to accept the high fees if their children receive a good programme of English instruction. The results of this study show that the parents are not disappointed; their children perform much better than children in state schools.

Findings of the study show that female students achieve better results than male students. This is partly explained because they have much less opportunity to spend their time in personal and social activities outside the home; they therefore have more time to study. For traditional reasons female students have less opportunity to study abroad than do the males and they therefore have to work harder in order to obtain good marks in the General Secondary School Certificate, and to have a chance of being accepted into the Jordanian universities.

Although the attitude towards women has changed a great deal in recent years, some restrictions are still placed on them. Thirty years ' ago there was little prospect for women other than marriage and raising

children. Today they are receiving professional training, taking up

employment before marriage and in some cases continuing their careers

after marriage. Financial reasons - the high cost of living, low wages

etc. - encourage wives to work in order to supplement the family income

without necessarily leaving or neglecting their primary role as mother.

The achievements of urban students are higher than those of rural

students for many reasons: the parents' level of education, the type

of schools available, the teachers, the better facilities in urban areas,

and the greater exposure to the English language in urban areas. There

is another factor of considerable importance which we have not touched

upon: that is the fact that the Ministry of Education and other ministries

responsible for formulating educational policy in Jordan show far more

concern for the city dwellers than they do for the rural population.

This is so apparent that university graduates from rural areas move to

the cities and refuse to return to their villages where they could help

to improve the social and educational facilities of the rural population.

The results of the fieldwork discussed in this and previous chapters

are all supported by the author's own teaching experience. He has been

teaching since early in 1977 and has experience in both private and state

schools, and in both urban and rural areas. The results of this study

are consistent with his own observations and findings during his teaching

career.

CHAPTER SEVEN

CONCLUSIONS AND RECOMMENDATIONS

A. *Conclusions*

The conclusions of this fieldwork may be summed up in the following points:

1. The motivation to learn English in Jordan is primarily instrumental.

2. The private school students, urban students and female students have higher instrumental motivation than their counterparts.

3. The achievements of instrumentally motivated students are higher than those of integratively motivated students.

4. The students' attitude towards their English teachers is still negative which reflects the teachers' social and professional standing in Jordanian society.

5. English textbooks in Jordan are not satisfactory and they do not motivate students to learn English.

6. The Jordanian people do not learn English for social advantage but for practical reasons.

7. The Jordanian people have a particular appreciation of English and their attitude towards it is very favourable.

8. There exists many secondary influences which affect the learning of English, but they could make a much more positive contribution.

9.   The rural areas do not give the same attention to learning

English as the urban areas; also their facilities are fewer

especially for the beginner.

10.   The level of the parents' education affects their children's

achievements.

11.   The standard of English in private schools is much higher

than in state schools.

12.   The achievements of female students in Jordan is higher than

that of the male students.

13.   The standard of English in urban areas is higher than in rural

areas.

14.   Some conservatives in Jordan still see English as the ex-

colonisers' language and its spread as a threat to Arab unity

and identity.

B.   *Recommendations*

Many of these, which have already been mentioned, may be summarised

as follows:

1.   Additional weekly periods in English are needed in academic

streams in order to prepare students adequately for their univ-

ersity study. A minimum of two periods a week is needed to

ensure an acceptable standard of English.

2.   The number of students in classes - particularly language

classes - should be reduced to a maximum of thirty.

3. More attention must be given to improving the teachers' social and professional standing; this will increase the respect of their students and affect academic standards favourably.

4. The Ministry of Education should revise the aims of English teaching in Jordan to include a greater appreciation of the actual needs of the majority of Jordanian citizens.

5. More emphasis on the skills of reading and writing English is needed to help students in their instrumental use of the language.

6. New procedures in supervision on behalf of the Ministry of Education are needed. The inspectors urgently need to reduce routine, initiate more group meetings, to devote more time to assisting teachers. They would also benefit if transport to and from schools was facilitated.

7. The Ministry of Education should have the courage to employ qualified teachers for beginners, instead of only in the secondary cycle, as the instruction of beginners on a correct basis is essential.

8. Teacher training institutes must provide more opportunities for study and more intensive courses in the English language if there are to be sufficient and fluent teachers. Universities should accept these graduates and the graduates of the community colleges to continue their education, after being given the credit equivalent for their degrees.

9. The Ministry of Education should consider teaching English from grade one in all of its schools.

10. A new outlook is required which will give special attention to the rural areas by offering privileges to teachers prepared to work in these areas.

11. Teacher training programmes offered by the Ministry of Education or the British Council should be improved and should give special attention to the attainment of certain standards in pronunciation and spoken English in particular.

12. New teachers should be introduced to the Petra series of books and should be properly instructed in the use of this series of books.

13. Teachers should ensure that students can speak some words or simple sentences from an early stage in their instruction since this gives them a feeling of achievement and the motivation to improve themselves.

14. Upgrading of teachers' qualifications and professional skills should be undertaken in the following ways:

    a) English classes for English language teachers.

    b) Summer refresher courses for teachers held in English-speaking countries.

    c) Summer refresher courses at Jordanian universities.

    d) Masters degrees for English teachers with existing bachelor degrees.

15. There should be an increased use of films, radio, cassettes and videos as a means of teaching English.

16. Syllabi and textbooks should be planned and produced by Jordanians with the help of English-speaking specialists. This will save a great deal of money which is at present spent on material

from foreign publishers. It will also give confidence and encouragement to qualified Jordanians in universities and in the Ministry of Education.

17. A vital necessity is the introduction of a new series of text-books for the secondary cycle.

18. Clear specifications should be provided for the books used by private schools, especially for the level of these books and their suitability for the students. Practical follow-up steps are also required.

19. Consideration should be given to establishing a special committee with representatives from the private schools and the Ministry of Education to decide upon a common set of English textbooks to be used in private schools.

20. Textbooks introduced in future into secondary schools should have a central core of material to be read by all streams with relevant supplementary material for each stream in this cycle.

21. The Ministry of Education should require the best of the main language centres to open branches in the rural areas.

22. Practical steps should be taken to establish school libraries with sufficient numbers of varied books which are continually updated. There should also be a special weekly period for each class to use the library and there should be other English educational activities.

23. Parents and public authorities in all areas should be aware of the need for and usefulness of the English language. Students should be encouraged by a variety of methods to become proficient in English.

24. The English language should be presented, not as the language
    of an occupying force, but as an internationally recognised
    means of communication and as an essential skill for further
    education and employment.

APPENDIX 1

Arabic Version of the Questionnaire

بسم الله الرحمن الرحـــــيم

ارشاداتعامـــــة

_____

تشمل هذه الاوراق مجموعتين ، الاولى استبيان للاجابة عليه ، والثانيـــــة اتحان عام في اللغة الانجليزية ، الرجاء الاجابة على المجموعتين .

١) الاســـــتبانه : يشتمل على (٣٥) نقطة ، تكون الاجابة بوضع علامة (×) في الخانة المناسبة على الورقة وفق الترتيب التالـــــي : موافق بشدة ، موافق ، عادى ، غير موافـــــق ، غير موافق بشـــدة .

٢) الامتحــــــان : يشتمل على قطعتين من الاستيعاب ، واربعين نقطـــــة من القواعد والكلمات وتمرين لملء الفراغ .

× الرجاء مراعاة مايلـــي :

_____

١) قراءة الجمل بشكل جيـــــد .

٢) اعطاء الاجابة التي تعبر عما تحس به شخصيا .

٣) اجابة جميع النقاط وعدم ترك اى نقطة دون اجابة .

٤) الاسئلة (٣٦ ، ٣٧) من الاستبيان اجابتهم ضرورية .

ملاحظــــــات : = لا توثر هذه الاجابات على علاقتك في المدرسة ، ولـــــن يطلع عليها احد من المعلمين في مدرستك .

= الهدف من هذا الاستبيان علمي فقـــط .

مع جزيل الشـــــكر

منخفض

☐ غير مناسب

☐ مناسب إلى حد ما

☐ مناسب جداً

الأسئلة

١) البيانات الشخصية :

١) الجنس :   ذكر ☐   أنثى ☐

٢) العمر :

٣) الحالة الاجتماعية :   أعزب ☐   متزوج ☐

٤) عدد أفراد الأسرة :

(١) هل تشعر بالرضا عن العمل الذي تقوم به في المنظمة التي تعمل بها ؟

(٢) هل تشعر بالاستقرار في عملك ؟

(٣) هل تشعر بأن العمل الذي تقوم به يتناسب مع قدراتك ؟

(٤) هل ترى أن الترقية في العمل تتم وفق معايير موضوعية ؟

(٥) هل ترى أن العلاقة بينك وبين زملائك في العمل علاقة طيبة ؟

(٦) هل ترى أن العلاقة بينك وبين رؤسائك في العمل علاقة طيبة ؟

(٧) هل تشعر بأن الأجر الذي تتقاضاه يتناسب مع الجهد الذي تبذله ؟

(٨) هل تشعر بأن هناك عدالة في توزيع الحوافز ؟

١١١

	غير موافق بشدة	غـير موافق	عادى	موافق	موافق بشدة

٩) اتعلم اللغة الا نجليزية لتساعدني في الخروج والا بتعـــاد
عن بلدى .
☐ ☐ ☐ ☐ ☐

١٠) اتعلم اللغة الا نجليزية لكي استطيع التصرف كشـــــخص
انجليزى .
☐ ☐ ☐ ☐ ☐

١١) ادرس اللغة الا نجليزية لا صبح مدرسا لهذ، اللغـــــة .
☐ ☐ ☐ ☐ ☐

١٢) اشعر ان مدرسي اللغة الا نجليزية يحبون عمـلهـــــم .
☐ ☐ ☐ ☐ ☐

١٣) معلمو اللغة الا نجليزية يطلبون منا اكثر ما نستطيـــــع
القيام بـــه .
☐ ☐ ☐ ☐ ☐

١٤) معلم اللغة الا نجليزية ينتقدني عندما اخطى ،فـــــي
هذ، اللغـــة .
☐ ☐ ☐ ☐ ☐

١٥) افضل لو قام معلمو اللغة الا نجليزية بالترجمة خـــــلال
تد ريسهم لهذ، اللغة .
☐ ☐ ☐ ☐ ☐

١٦) كتب اللغة الا نجليزية التي ندرسها ممتعـــــــــة .
☐ ☐ ☐ ☐ ☐

١٧) استمتع بقراء ة الكتب السهلة والبسيطة في اللغــــــة
الا نجليزيـة .
☐ ☐ ☐ ☐ ☐

١٨) كتب اللغة الا نجليزية التي ندرسها تعلمنا قواعـــــد
اللغة فقـط .
☐ ☐ ☐ ☐ ☐

١٩) كتب اللغة الا نجليزية تعلمنا ثقافة المجتمع الا نجليـــزى
بالا ضافة الى اللغة الا نجليزية .
☐ ☐ ☐ ☐ ☐

٢٠) نحن بحاجة الى كتب اللغة الا نجليزية المرتبطـــــــة
بحياتنا وثقافتنـــا .
☐ ☐ ☐ ☐ ☐

٢١) احترام الناس لي يزداد عندما اتقن اللغة الا نجليزيـــة .
☐ ☐ ☐ ☐ ☐

٢٢) ادرس اللغة الا نجليزية فقط لا صبح شخصا مثقفـــــا .
☐ ☐ ☐ ☐ ☐

غير موافق بشدة	غير موافق	عادى	موافق	موافق بشدة	
☐	☐	☐	☐	☐	٢٣) اتعلم اللغة الانجليزية لا ستعمل بعض الكلمـــــات والمصطلحات في حياتي اليومية .
☐	☐	☐	☐	☐	٢٤) اتعلم اللغة الانجليزية للاستفادة من وقت فراغـــــي بشكل افضل .
☐	☐	☐	☐	☐	٢٥) اتعلم اللغة الانجليزية لتساعدني على الانتقال الـــى طبقة اجتماعية ارقى .
☐	☐	☐	☐	☐	٢٦) استمتع بدراسة اللغة الانجليزية واشعر بحرص علـى استعمال قواعد وكلمات هذه اللغة بشكل صحيـــح ودقيـــق .
☐	☐	☐	☐	☐	٢٧) احترم واعجب بالاشخاص الذين يتكلمون اللغـــــة الانجليزية باتقان .
☐	☐	☐	☐	☐	٢٨) نستطيع ان نطور بلدنا بدون اللغة الانجليزيـــــة ولهذا يجب ان نوقف تعليمها .
☐	☐	☐	☐	☐	٢٩) تعلمنا اللغة الانجليزية بضعف ولا•نا وانتماءنـــــا لبلدنـــــا .
☐	☐	☐	☐	☐	٣٠) احب اللغة الانجليزية اكثر عندما اكون جيدا فيهــــا .
☐	☐	☐	☐	☐	٣١) نحن بحاجة الى المزيد من دروس اللغة الانجليزيـــــة من خلال الراديو والتلفزيــون .
☐	☐	☐	☐	☐	٣٢) عائلتي تشجعني لدراسة اللغة الانجليزيـــــة .
☐	☐	☐	☐	☐	٣٣) مراكز تدريس اللغة الانجليزية مهمة في تعلـــيم هـذه اللغة وعلى الحكومة تشجيعها ودعمهـا .
☐	☐	☐	☐	☐	٣٤) اتعلم اللغة الانجليزية لكي افهم الافلام والاغانـــــي الانجليزيـــة .
☐	☐	☐	☐	☐	٣٥) المكتبات العامة والمدرسية فيها تشكيلة واســـعة من كتب اللغة الانجليزيـة .

٣٦) اكتب اى اسباب اخرى لماذا تحب ان تتعلم اللغة الانجليزية بشكل جيـــــد :

....

....

....

....

....

....

٣٧) اكتب الاسباب التي تضعف رغبتك وحبك لتعلم اللغة الانجليزيـــــة :

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APPENDIX 2

The Questionnaire in English

I. Fill out the biographical data:

1) Sex: Male ....   Female ....

2) Schooling: Government ....   Private ....

3) Parents' Education: Father ....

                          Mother ....

4) Place of residence: Urban ....   Rural ....

II. Show the extent of your agreement or disagreement using the following 5-point scale (write x in the box):

   SA   Strongly agree

   A   Agree

   N   Neutral

   D   Disagree

   SD   Strongly disagree

1) English is essential for keeping up with modern development in the world and learning higher studies.

2) I learn English to get into international business.

3) I learn English to get a secure job and a higher paid job.

4) It is essential for a person who wants to advance to a high position in my country to learn English well.

5) I learn English to help me travel abroad.

6) I study English in order to be able to live in an English-speaking country.

7) I study English because I am interested in English culture.

8) I am planning to be a member of an English or American family.

9) I study English to have a chance to be away from home.

10) I study English to behave like English people.

11) I study English in order to be an English teacher.

12) I feel that English teachers like their jobs.

13) Our English teachers ask us to do more than they can do.

14) My English teachers criticise me when I make mistakes.

15) I prefer teachers to use translation in teaching English.

16) The books we use are interesting.

17) I enjoy reading simple books in English.

18) The books we use teach us only the grammar and the structure of the language.

19) The books we use teach us the culture of the English society as well as the language.

20) We need English books which are related to our life in Jordan.

21) People will respect me when I can speak English.

22) I study English to be an educated person.

23) I learn English to use some words and expressions in my daily life.

24) I learn English to use my leisure time to better advantage.

25) I study English to help me move into a higher social class.

26) I enjoy studying English language and I am very careful about using correct grammar and vocabulary.

27) I respect and admire people who speak English.

28) We can develop our country without English therefore we should stop teaching English.

29) Learning English will decrease my loyalty to my country.

30) I like English more when I feel I am good at English.

31) We need English lessons on t.v. and radio.

32) My family encourage me to study English.

33) English language centres are important in teaching English and the government should encourage and develop these centres.

34) I learn English to understand films and songs in English.

35) Public libraries have a good variety of books in English.

36) Write any other reasons why you wish to learn English well.

37) What are other reasons why you do not like learning English.

Thank you for co-operating.   Jihad Hassan Ahmad

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