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ARABIC LANGUAGE PROFICIENCY AND THE ACADEMIC ACHIEVEMENT OF
FOREIGN UNIVERSITY STUDENTS AT THE
UNIVERSITY OF JORDAN

by

HADIA KHAZNA KATBI

DISSERTATION

Submitted to the Graduate School

of Wayne State University

Detroit, Michigan

in partial fulfillment of the requirements

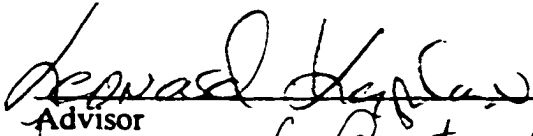
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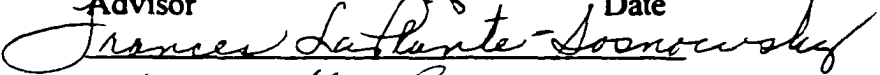
DOCTOR OF EDUCATION


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Dedication

I would like to dedicate my dissertation to my supporting family; starting with my lovely husband, Farouk, who was always there for me and whose constant encouragement made all this a reality.

I would like also to dedicate this to my eldest son, Omar, to my daughter, Layla, and to my youngest son, Anas, whose love and blessings paved the way for me.

To all of them I extend my love and gratitude.

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Table of Contents

Dedication	ii
Acknowledgement	iii
CHAPTER 1- INTRODUCTION.....	1
Background.....	1
Statement of the Problem.....	10
Purpose of the Study.....	10
Significance of the Study.....	10
Limitation of the Stud.....	11
Research Questions.....	11
Statement of Hypotheses.....	12
Definition of Terms.....	13
CHAPTER II- REVIEW OF THE LITERATURE.....	15
Arab Identity and Language.....	20
Teaching Arabic Language to Non –Speakers.....	21
Program Models that Promote Academic Achievement in L2.....	26
Question of Assessment.....	35
Factors that Affects Achievement in L2.....	40
Summary of Literature Review.....	50
CHAPTER III - METHODOLOGY.....	52
Setting of the Study	52
Population	52

Research Design	53
Description of the Questionnaire or Instrument	54
Translation into Arabic	57
Procedure	58
Data Analysis	58
CHAPTER IV - RESULTS OF DATA ANALYSIS.....	60
Summary of Data Analysis.....	96
CHAPTER V-SUMMARY AND CONCLUSION.....	99
Summary.....	99
Methods.....	99
Findings.....	100
Conclusion.....	105
Appendix A- LETTER TO STUDENT.....	111
Appendix B- QUESTIONNAIRE.....	113
Appendix C- REFERENCES.....	124

CHAPTER 1

INRODUCTION

Background

Language is considered to be a major element of national identity and at the same time is a determining factor that differentiates people who otherwise would have had much in common (Al-Ani, 1978). The term Arabic is applied to a number of speech forms which, despite many and sometimes substantial mutual differences, pose sufficient homogeneity to guarantee their being reckoned as dialectal of the same language (Beeston, 1970). As a result, Arabic ranges from the highly esteemed style of the holy Qur'an to a very low stylistic level which is of the spoken form at home and on the street (Al-Waer, 1987). The Arabic language is considered one of the ancient and most prominent languages not only because it is spoken by millions of people worldwide, but also because of the historical status it holds and the role it has played in the advancement of education and culture (Beeston, 1970).

Arabic is one of the major languages of civilization as is Latin and Chinese, with a pervasive effect in the areas of its influence throughout the Islamic world (Bashir, 1982). Moreover, in the early years of the seventh century AD the holy Qur'an, Islam's sacred book, was revealed to Prophet Mohammed in the Arabic language that belongs to the Semitic language family. Beeston (1970) believes that the holy Qur'an is among the earliest surviving documents of written Arabic. It is his judgement that Arabic was used among Arabian nomadic tribes approximately 1500 years ago.

The nomadic Arabian Tribes roamed the Arabian Peninsula, but their language spread much further: to the Atlantic Ocean in the west and Arabian Gulf in the east. It is worth noting that the Moslem conquests resulted in the adoption of the use of Arabic by vast numbers of non-Arabs, among whom were to be found the intellectual élite of the Moslem world; this led to a very significant and rapid evaluation in the common language itself (Abdel-Wahed, 1977).

Arabic has distinguished itself as an internationally significant language since the middle ages for the following reasons. First, Arabic is the language of the holy Qur'an. Second, Arabic is the mother tongue of almost 200 million people and is the official spoken language of twenty two independent Middle Eastern and African states. These states occupy a vast expanse of land from Morocco in the west, Oman in the east, Turkey in the north to Sudan and the Sahara in the south (Chejne, 1969). Arabic is spoken by many of the three million people of Arab origin living in the United States and Canada (Holes, 1995). Because events in the Middle East affect our daily lives, the study of Arabic can provide necessary insights into the culture, religious, and political forces which motivate the inhabitants of that vital region; insights which our monolingual media seldom provide.

Arabic is a member of a family of languages spoken for a number of millennia in areas where Arabic is now utilized . These languages: Arabic along with Ethiopic and Hebrew, and their interrelationships form similarities of structure which make it possible to reconstruct a parent language Proto-Semitic, from which all descended (Bateson, 1967). Arabic operates by what is known as "the root and pattern system", considered to be the hallmark of the Semitic languages (Bateson, 1967).

After the United Nations issued its 1973 resolution to officially utilize Arabic along with the five official languages: English, French, Spanish, Russian and Chinese through its various organizations, (UNISEF and UNESCO) many people in the world took interest in Arabic (Fisal, 1982). In other words, Arabic is the sixth language in world organizations, the third in the Organization of African Unity and the first in the Islamic World League (Bakalia, 1984). Most internationally recognized universities in the United States, England, France and Germany use Arabic as a means of instruction in regard to certain educational fields (Abed Al Tawab, 1986). Many students throughout the world come to the Arab world for the sole purpose of pursuing an education in the language centers of Arab universities as preparation to obtaining a higher degree in diverse domains. As a result, these non native Arabic speaking students (NNS) face the complex academic demands of higher education within a cultural and linguistic system alien to them (Okeagu, 1996).

Learning any foreign language in its homeland and among its people creates an environment beneficial to a foreigner learning a native language, since he or she is obliged most of the time to express himself or herself by the native language regardless to how ungrammatical that language may be; this in its turn improves the language proficiency of that foreigner. However, evidence suggests that newly arrived foreign students, especially those with limited target language competence, usually feel overwhelmed by members of the majority group and, therefore, tend to isolate themselves within their own subculture, all members of which share a common language (King, 1976). The eventual intended objective of Arabic taught courses to non speakers at the

University of Jordan is to enable them to acquire the four skills of listening, speaking, reading and writing.

According to the data submitted by the admission and registration unit at the University of Jordan, 830 international students enrolled at the university during the 1998-1999 academic year. The most popular fields attracting these students are Liberal Arts and Islamic Studies. These students face difficulties in understanding and completing university work in the more cognitively demanding language needed for successful performance in academic subjects (Lewelling, 1991). The vast majority of these students are Moslems coming from southeast Asia who wish to correctly read the holy Qur'an, as well as to comprehend Islam. Other foreign students are sent through cultural exchange programs between Arab and other countries to study at other Arab universities (Tuimeh, 1989) . Foreign scholars interested in reading about Arab sciences and culture come to the Arab world to learn Arabic so that they are able to write books and lecture in these fields (Younis, 1984). European and American nationals who work in Arab countries as teachers, engineers, physicians, also study Arabic (Al-Hadidi, 1966). In addition, a number of Arab ethnic communities born and raised abroad share the same desire of coming to the Arab world to learn Arabic (Younis, 1984).

Being a lecturer at the Language Center at the University of Jordan, this researcher has observed certain quantitative changes in foreign students' population from 1978 to 1998. During this period the population of students doubled, while foreign students' enrollment increased. Foreign students began to be found in greater numbers at Jordanian universities and colleges creating a problem of not being able to offer enough programs , warranting the development of remedial Arabic language programs.

Another change in the nature of the enrollments of foreign students is the relative and absolute increase in the number of students coming from countries with cultures considerably different from the Arab culture. For example, the proportion of students from Malaysia rose more than 200%. This trend towards an increase in the number of foreign students reflects the emergence of more and more Arabic or Islamic institutes that encourage foreign students to prepare as much as possible in their own countries and then to continue their preparation and studying process at Arab universities. Such institutes are found at The International Islamic University in Malaysia, the Department of Islamic Studies at the University of Brunei Darussalam, the Institute of Islamic and Arabic Sciences in Indonesia, and the Arabic Language Department at the Islamic University in New Delhi -India (Hassoubah, 1983). In addition, the increase in the number of foreign students reflects the growth of undergraduate institutions in the Arab world such as the Bourguiba Institute in Tunis, Arabic Institute in Morocco, Arabic language center in Cairo, and Amman, Arabic language Institute in Saudi Arabia, Khartoum, Kuwait, and Oman . In the interim, foreign students continue to arrive at Arab universities to study Arabic as a second language with varying degrees of Arabic proficiency (Draper, 1994). Some of these foreign students may not speak Arabic at all, others may speak some Arabic but need assistance in various aspects of the language.

The level of Arabic competence of foreign students is considered an important element in gaining admission into Jordanian universities. Canale (1983) suggests that the language used for communication involves an ongoing process of evaluation and

negotiation which is both complex and subtle. In this regard there are four major components of the communication process. First, and probably the most obvious, is the grammatical competence which consists of: knowledge of vocabulary, spelling, pronunciation and word and sentence formation. Second, sociolinguistic competence is made up of appropriate rules governing use of forms and meanings in diverse contexts. Third, discourse competence includes the knowledge required to combine forms and meanings to achieve spoken or written discourse. Fourth, strategic competence includes knowledge of verbal and non-verbal communication strategies that may be called upon to compensate for limitations in one or more other areas of communicative competence. Bachman (1990), proposes a similar model referred to as communicative language ability that incorporates some of Canale's components, but includes an additional component of cultural understanding in order to socially function in the language.

Creating A Need For Studying Arabic

Many foreign students learn Arabic for religious motivation .Ever since Islam spread out in the world thousands of learners have come to the cradle of Islam, i.e. the Arab world, to acquire and learn classical Arabic in order to correctly pronounce and understand verses of the holy Qu'ran, as well as to comprehend the authentic Islamic studies enabling them to teach the Qu'ran, the Arabic language or Islamic studies to their fellow citizens in their homeland. As a result, a specified content based program relating to religious studies must be provided to these students by an Arabic language teacher linked, one way or another, to such religious issues. (Tu'imeh,1989).

Scientific Motivations

A large number of people interest themselves in learning Arabic for scientific motivations. To illustrate, a high percentage of non-speakers at the University of Jordan study Arabic in order to pursue their studies later on in a different field such as: History, Social Sciences, Law, Economy, etc... (Al-Wasiti, 1985). Since the medium of instruction in these diverse and different fields is Arabic, specialized programs in Arabic are prepared to serve the objective of each subject individually. Most of these workers prefer to acquire the spoken dialects of the Jordanian, the Egyptian, the Lebanese and the North African, rather than the Arabic classical language. It is worth pointing out that such dialects could be understood at times in other countries due to mutual conjugation of verbs and usage of similar words (AL-Wasiti, 1985).

Political Motivations

Diplomats, news correspondents and reporters seem strongly interested in learning Arabic in order to understand the social, political, cultural and economical environment in which they live. However, certain programs must be given to such people prior to their coming to Arab countries because at one occasion specific patterns can be used while others cannot. To illustrate, there are a limited number of patterns for correspondence between diplomatic entities which many not be as adequate to other people of different professions.

Social Motivations

Foreign males and females who are married to Arabs are very keen on learning Arabic so as to accommodate society. In addition, Arab children who are born abroad and spend all of their lives in non-Arab countries are often sent back to their parents'

homeland to learn Arabic. That is why there has been large communities of Arabic speakers outside the Middle East since the end of the nineteenth century (Rouchdy, 1992). It is worth pointing out that in all these areas, the role of the foreign student is central. It is known that every group has specific needs. Saleem(1989) explains that the curriculum that is used by most language centers fulfills the requirements of all students without special attention to their field of studies. There is no scientific approach to meet the demands of the linguistic students and it is randomly selected by the teachers based on their initiatives and experience. Badawi (1980) states that any relevant Arabic educational linguistic planning would be a waste of time if students' needs were not examined.

Factors That Govern Language Proficiency

There are individual factors that relate to the student's age, gender, socio-economic status and motivation for learning (Okeagu, 1996). The disability of students to express themselves leads to their isolation and failure in achieving their main goal, i.e. learning a second language. This is a key reason contributing to them leaving their families, friends and homeland. Universities in the Arab world have considered this problem and have decided to solve it by establishing specialized centers and institutes which provide students with programs for learning Arabic as a second language. However, these institutions are still relatively new in the process of educational development (Al-Wasiti,1985).

There are other factors governing language proficiency that relate to the language itself in respect to how easy or difficult a certain language may be to acquire. To illustrate, classical Arabic differs from colloquial Arabic, therefore, Arabic is

considered to be a diglossic language. Hudson (1996) states that the term diglossia was first introduced into the literature of the English language in 1959 by Charles Ferguson so as to describe the situation found in places like Greece, the Arab World in general, German speaking Switzerland, and the Island of Haiti. In all of these societies there are two distinct varieties of the native language; one used in formal and public occasions, the other used by everyone under normal every day circumstances. The two varieties are normally called high and low or standard and vernacular. This, in its turn, may affect the student's language proficiency in relation to both functions. To start with, foreign students admitted to the language center at the University of Jordan were, in the past, automatically accepted in any level at registration. Some of these foreign students became more proficient than others in some aspects of communicative skills within a short time after arrival in Jordan. Levels of proficiency among students of the same class differed (Lewelling, 1991). That is why the language center at the university decided that non-speakers of Arabic must sit for a test and be scientifically placed in different levels according to their proficiency (Dahan, 1999). However, this placement test did not comprehensively evaluate language skills. Therefore, the language center formed a test called Test-of-Arabic-as-a-Foreign-Language (TAFL) according to the Test-of-English-as-a-Foreign-Language (TOEFL). This test is considered by instructors to give a more realistic picture of the foreign students' language preparation for the course of study he/she intends to embark (Buell, 1992). TAFL is made of three sections: Listening Comprehension, Syntax, and Vocabulary and Reading. It is worth pointing out that TAFL has not yet been implemented at the language center at the University of Jordan, but plans to apply it soon in the future.

The Problem Statement

There are a number of factors that affect Arabic language proficiency and academic achievement of foreign students at the University of Jordan. Identifying these factors will prove helpful in devising programs to assist them. One of the significant factors to promote better academic achievement in a foreign language is the self-drive of LAP students themselves. Some researches have found that the younger the student the easier it is to acquire a second language, and this prior knowledge greatly benefits that student in academic education through the foreign language.

The Purpose of the Study

The purpose of the study is to identify the factors that affect the Arabic language proficiency and academic achievement of foreign students enrolled in a metropolitan Arabic university, where the language of instruction is Arabic.

This study focuses on foreign university students who are willing to learn Arabic as a second language. As a result, the researcher hopes that this study will shed light on the language problems faced by these students and provide opportunities for more effective action to help them operate effectively in the language required by society in the domains of education and employment.

The Significance of the Study

The information gained from this study may provide an understanding of the factors that affect Arabic language proficiency and academic achievement of foreign students studying in metropolitan Arabic universities. Given the tremendous increase in the population of these students in the last decade, information from this study may help fill the gap created by a current lack of research in this domain. Specifically, by

Examining the factors that affect the foreign student's Arabic language proficiency, the information from this study may prove useful in designing more affective Arabic as a second language (ASL) programs. Hopefully, their academic achievement may show a corresponding improvement in academic achievement which is affected by Arabic language proficiency.

The Limitation of the Study

The basic instrument used in this study is a questionnaire prepared for foreign students at the University of Jordan. The responses provided by these foreign students form the sole basis for the subsequent analysis. The researcher has no way of knowing whether those who participate in this research do so truthfully, or out of the desire to present a positive impression of themselves. Anyway, the researcher hopes that the protection of confidentiality extended to the students will be sufficient to persuade them to be truthful. It is noted that the responses of students may be not entirely accurate and precise since some may be influenced by the following in accordance with Rogers (1973): (1) The student's intention to register favorable yet non-factual perception; and, (2) The student's desire to be selective in presenting information to experimenters.

The Research Questions

To discover the relevance of Arabic language proficiency to the foreign students' academic achievements, in addition to what factors affect their language proficiency, the following research questions will be investigated:

1. What are the characteristics of foreign students at the University of Jordan?
2. To what extent is Arabic used in public and private education in the students' native countries?

3. What is the role of Arabic as a medium of instruction in institutions of higher education in their native countries?
4. What, if any, special Arabic as a second language training have the foreign students undergone prior to enrolling in the university?
5. What is the current level of Arabic proficiency of the foreign students, and what is their present academic achievement?
6. What is the relationship between Arabic content-based instruction, and academic achievement of foreign students at the University of Jordan?
7. What is the relationship between Arabic as a second language proficiency and academic achievement?

The Statements of Hypotheses

The hypotheses to be examined in this study are as follows:

1. Foreign university students with an advanced Arabic language proficiency score higher in academic achievement than their less proficient counterparts.
2. Students with prior knowledge of Arabic tend to score higher grades than their counterparts with no previous knowledge of the language due to their linguistic background.
3. Teachers of Arabic as a second language expect Asian students to perform academically better than their European counterparts.

The Null Hypothesis

There is no statistically significant difference in regard to academic achievement between students with low Arabic language proficiency, and that of their counterparts with superior language skills.

The Definition of Terms

Arabic as a Second Language (ASL): A program that focuses on the acquisition of Arabic and “much more pervasive in its spoken and written forms” in the community, without consideration of the maintenance of the first language and culture (Thomas, 1980).

Bilingualism: The ability to engage in communication in two different languages. This does not necessarily mean that the language skills in both are equally balanced or that there is fluency in each language (Okeagu, 1996).

Classical Arabic (CA): The Islamic scriptures: that is, so called classical Arabic (CA).

Colloquial: The spoken colloquial Arabic dialects are the varieties of the language which all native speakers learn as their mother tongue before they begin formal education.

Diglossia: A sociolinguistic term made up of the prefix di meaning two, and glossia which means language or tongue. Diglossia refers to a condition “where two varieties of a language exist side by side through out the community, with each having a definite role to play“ (Ferguson, 1959).

Foreign University Students: Students coming to the university to learn Arabic as a second language. They are most likely non Arabs or foreigners of an Arab origin.

Islam: A universal religion considered by over one billion people to be the final revelation and the last in the cycle of monotheistic Abrahamic religions, which include Christianity and Judaism (Harp, 1998).

Modern Standard Arabic (MSA): The modern descendent of classical Arabic, unchanged in the essential of its syntax, but very much changed, and still changing, in

its vocabulary and phraseology. It is used for all news broadcasts, political speeches and official announcements (Holes, 1995).

Holy Qur'an: Moslems' holy book revealed by God in classical Arabic to Prophet Mohammed -may peace be upon him- the Prophet of Islam (Hassoubah, 1983).

CHAPTER II

REVIEW OF LITERATURE

The purpose of this chapter is to provide research and literary support in regard to the Arabic language proficiency and the academic achievement of foreign University students at the University of Jordan. This chapter is organized under two sections; the first five research questions are tackled in the first section, where the approach adopted in addressing these questions reviews the demographics of foreign students' enrollments at the university. In addition, these questions concern the characteristics of foreign students, their prior use of Arabic language, and what special language training they have undergone since enrolling in an Arabic university. According to the data submitted by the Admission and Registration Unit at the University of Jordan: more than 800 international students enrolled at the university during the academic year of 1998/1999. The vast majority of these students (67.3%) are from south Asia (Malaysia), and from east Asia (China, Taiwan and south Korea). The second group of students (13.7%) are from western and eastern Europe. The third group of students (7.7%) are from Israel. The fourth group (7.2%) are from the United States and Canada. The fifth group (3.4%) come from Africa, while the rest of these students come from south America (0.5%) and Australia (0.2%).

Table 1**Frequency Distributions****International Students at the University of Jordan during the Academic Year****1998 / 1999**

Ethnicity	Frequency	Percent
Asian	538	67.3
European	110	13.7
Israeli	62	7.7
American and Canadian	58	7.2
African	27	3.4
South American	4	0.5
Australian	2	0.2
Total	801	100.0

The Arabic Language in Foreign Countries

Arabic as a second language program is provided to foreign students as in Malaysia, Spain and Germany prior to their coming to Jordan; although varying degrees of difficulties with communicative competence may exist. Malaysia is very active in developing the teaching of the Arabic language in southeast Asia, where it has established Islamic religious schools in its 14 provinces since 1977 (Hassoubah, 1983). Every year about 400 students, whose first language is not Arabic, enter the Academy of Islamic Studies (AIS) of the University of Malaya where the medium of instruction for Arabic and Islamic subjects is Arabic (Dahan, 1999). Furthermore, the educational system

in Malaysia provides Arabic language in secondary high schools and universities. Secondary high school students study compulsory Arabic courses for three years at an average of six or seven lectures weekly. The curricula in these schools are quite similar to the curricula taught in Arab countries. In the Malay University and National University, Arabic is taught in the Arabic department as a compulsory subject while it is considered an elective subject in other departments. On the other hand, Arabic is taught at the International Islamic University in Malaysia as a compulsory subject to all students of diverse studies. Arabic language students at this University study for four years and graduate with a bachelors degree in Arabic language. Moreover, there are two programs. The first grants students a diploma in Arabic language after studying for one year, while the other grants students a master's degree in Arabic as a second language. The Faculty of Arts at the above mentioned University offers a program for students wishing to learn Arabic as a second language after graduation. These students must pass an oral and written exam to be accepted in this particular program. An intensive course in the Arabic language is given to such applicants for a period of two months at fifteen hours per week (Hassoubah, 1983). The intensive Arabic language program at the language center at the University of Jordan is very popular among students coming from countries where Arabic is not the official language. Students studying at the language center are of diverse nationalities with various mother tongues and motives to learn Arabic. Some learn Arabic as a specialty, others for commercial purposes. Some learn it due to a social factor while others learn Arabic in order to work in the Diplomatic field. The intensive Arabic Language Program (IAP) for speakers of other languages has proved to be a very successful one judging by the growing number of registered students per course.

The Arabic program used is commonly a three level course, the completion of which was considered to be sufficient for the student to communicate intelligibly through the various language skills. These three levels are respectively called: novice, intermediate and advanced according to (Liskin-Gasparro, 1987):

The Novice level is characterized by the ability to communicate minimally in highly predictable common daily situations with previously learned words and phrases. The Novice level speaker has difficulty communicating with even those accustomed to interacting with nonnative speakers. The Intermediate level is characterized by the ability to combine learned elements of language creatively, though primarily in a reactive mode. The Intermediate level speaker can initiate, minimally sustain, and close basic communicative tasks. The speaker can ask and answer questions and can speak in discrete sentences and strings of sentences on topics that are either autobiographical or related primarily to his or her immediate environment. The advanced level is characterized by the ability to converse fluently and in a clearly participatory fashion. the speaker can accomplish a wide variety of communicative tasks ,and can describe and narrate events in the present, past ,and future, organizing thoughts, when appropriate, into paragraph like discourse. At this level, the speaker can discuss concrete and factual topics of personal and public interest to most listeners unaccustomed to nonnative speakers. Presently, the language center at the University of Jordan has been offering

courses in standard Arabic at various levels: Arabic for beginners, remedial, pre-intermediate, intermediate, upper intermediate, and advanced. All six levels are offered regularly and concurrently during the fall, spring and summer semesters. The emphasis in the program is on modern standard Arabic, even though as of the beginning of the fall semester 1999/2000, a number of hours in spoken Arabic (Amiyyah) will be incorporated into the program. The rise in popularity of this program is attributed to a great extent to the growing number of students coming from Asia, Europe, and North America. The admission and registration unit at the University of Jordan recorded that 2152 foreign students (1287 male, 865 female) joined in such programs in the 1999/2000 academic year. The raise in popularity of this program is greatly attributed to the growing number of Asian and European students coming to study in Jordan. Nearly 120 students

registered in the Intensive Arabic Language Program (IAP) are from Asia, especially from Malaysia , China, Korea or Japan. European students make up the second largest group of foreign students, followed by those from South America who are studying at the graduate level. The remainder of the foreign students studying in Jordan come from North America and Africa.

The second section of this chapter consists of the review of literature which addresses the remaining two research questions; possible associations between the characteristics of the subjects in the present study, and the more related issue of how language proficiency affects their academic achievements. This section includes the following topics: (1) Arab identity and language ; (2) A briefing about teaching Arabic language to non speakers; (3) Program models that promote academic achievement in L2; (4) The question of assessment; (5) Factors that affect academic achievement in L2. Under “Arab Identity and Language” the origin and nature of Arabs is tackled. In “A Briefing about Teaching Arabic Language to Non-Speakers” the motives behind foreigners’ interest in Arabic are mentioned. Under “Program Models” relevant theoretical foundations underlying academic achievement in L2 is discussed. “The question of assessment” deals with currently adopted and proposed methods for evaluating the academic achievement of Limited-Arabic-Proficiency (LAP) students.

“Factors that affect academic achievement in L2” completes the review of literature by examining suggested factors to govern academic achievements of students whose mother tongue is not Arabic. Furthermore, the matter of how academic achievement has been viewed in the literature, in relation to the students’ degree of Arabic language proficiency, will be examined.

Arab Identity and Language:

The term Arab has been explained within a religious context as deriving from the name “Ya’rub Bin Qahtan”, who is one of Noah’s descendants (Harb,1998).

An authoritative Arabic lexicon called “Al-Me’jam Al-Waseet” (1985) cited that “Al-A’raab”, Bedouins roamed the desert in search of water and grazing areas for their cattle. Originally they were a Semitic nation coming from the Arab Peninsula; the culture of which held an extremely important position since it became the cradle of many civilizations in the ancient world. As a result, an immense number of people from other diverse cultures were very keen on learning Arabic in the middle ages so as to benefit from Arab scientists who greatly affected western thought (Abdel-Wahed, 1977).

The Arab world occupies a strategic geographical position and is at the cross roads of three continents: Asia, Europe and Africa (Abdel-Wahed, 1977). On one hand, Arabs occupy a very vital economic position since a great percentage of the world power resources is owned by them which, in turn, exerts influence on the world economy and the development plans in developing countries. Arabs, on the other hand, agriculturally possess a valuable mass of land which offers a variety of national resources. Despite consideration given to foreign languages in the Arab nation, there is an attempt to utilize Arabic as a means of composing and teaching in regard to scientific subjects as medicine and engineering at Arab universities, where scientific foreign terminology is vastly used (Abdel-Wahed, 1977).

One of the most important factors which contributes to the modern civilization of the Arabic language is the assimilation of vocabulary of foreign origin. The technical term of that process is that of ta’rib (arabization) yet ta’rib, as a solution to the urgent

need for adequate modern terms in science, literature, and every day life, was not unanimously accepted (Stetkevych, 1970). In addition, Arab academies in Cairo, Damascus, Baghdad, Rabat and Amman have been active in the standardization of the Arabic language and the introduction of new terms and concepts into Arabic (Bakalia, 1984). Furthermore, Arabic is gaining ground in the Islamic non-Arabic speaking countries. For example, Pakistan has declared Arabic as an official language to be used in schools, colleges and mass media. Recently, Iran and the Philippines introduced Arabic as an official second language (Bakalia, 1984).

Teaching Arabic Language to Non Speakers:

Ferguson (1971) states that the Arabic language nowadays, in regard to the number of its speakers or to the extent of its influence; is considered to be the greatest Sematic language ever. He adds that it should be viewed as one of the most significant languages of our present time. In an attempt to examine how second language acquisition takes place ,Stephan Krashen presents two important and relevant hypotheses, the first of which is the acquisition-learning hypothesis, while the second is the input hypothesis.

Acquisition-Learning Hypotheses

The acquisition-learning hypothesis states that language minority students have two means to a second language; namely second language acquisition and second language learning (Clair, 1994). The former occurs unconsciously at the time the acquirer is exposed to suitable input, while the latter is the result of deliberate study and thus occurs consciously (Krashen, 1985). Corder (1973) says that acquisition is a process that takes place during the early years of a person's life, and in particular: during childhood, while learning is a process that takes place at a later stage in a person's life, after the

acquisition process. Krashen argues that acquisition is more important to overall language development than learning, as it is only through acquired knowledge that utterances can be initiated or understood. Learned knowledge can be used to monitor output from acquired knowledge, and monitoring occurs only when the learner has sufficient time to focus on the form and to know the appropriate rule to adjust. Therefore, in light of the above mentioned hypothesis, Krashen relates the acquisition/learning distinction to the learner's attitude and aptitude, suggesting that the former is the more crucial to acquisition (Krashen, 1985).

The Input Hypotheses

The input hypothesis suggests that language structures are more readily acquired when input is understandable. As understanding normally occurs just beyond the current level of proficiency, the input hypothesis implies that language can be comprehended even when it contains unfamiliar structures (Krashen, 1985). The modern method in teaching a foreign language is the direct one in which there is not an intermediate language. Al-Hadidi, 1966 highlighted the importance of the intermediate language since it saves time during the explanation of words and sentence to learners.

The Arabic Language Influence on Foreign Scholars

Foreigners have been interested in learning the Arabic language ever since the twelfth century. In the middle ages English scholars began to visit the Arab universities of Spain and Sicily seeking knowledge from Arabs. The first and greatest of these scholars was the English, Adelard of Bath, who visited the lands of Arabs and translated many Arabic books into Latin for the use of his Christian contemporaries (Lewis, 1941). A new development in Arabic studies was presented at Cambridge University in England

by Orientalists at the time that Arabic was acquired as a language of instruction. In fact, religious and commercial motives were the key reasons that attracted people to learn Arabic until the middle of the twentieth century (Abdel-Wahed, 1977). A British report submitted in 1947 indicates that Britain's political influence and its commercial location in the Asian and African continents would be based on its ability to establish adequate relations with the peoples of these two continents; and that would never be so except through acquiring the native language of these peoples (Abdel-Wahed, 1977).

Al-Sayed (1980) suggests that language teaching in America started at an earlier time in order to fulfill its intellectual and political needs. As a result, language centers and institutes were expanded to teach Arabic to students in America as well as the European countries. People became interested in learning Arabic in the United States during World War II. At the time it was necessary for the American army to intensively teach people various languages in the shortest time possible. This became the largest experience in history pertaining to teaching languages to non speakers. The number of learners were approximately 15,000 who studied languages in 427 courses. Seventeen different languages were required to be learned among which was Arabic (Ibrahim, 1987). From that time on, there has been an increasing interest in the Arabic language and culture as an asset in the domain of humanitarian studies of importance to American educational institutes. It is worth pointing out that Americans adopted different methods for teaching Arabic language by focusing on local dialects in the Arab world and by inserting rules for governing these dialects from phonological, syntactic and grammatical aspects (Younis, 1984). Richard and Blove (1974) believe that many scholars, interested in the teaching of Arabic language, have contributed to the traditional method in

examining local dialects. Moreover, these scholars utilize descriptive approaches in dealing with Arabic local dialects to the extent that some of them have published books in this area (Harell and Hiam, 1974).

International Interest

The last three decades have witnessed an increasing interest in teaching Arabic as a second language both on the international and Arab levels. As a result, many European and American universities have become keen on teaching Arabic. Saleem (1989) observes that there was an issued memorandum approved by the Arab League in Cairo regarding recommendation of Arab Education Ministers, (in their third conference which was held in Kuwait from February 17th-22nd, 1968) pertaining to the inauguration of institutes in every Arab country for teaching Arabic to foreigners. Moreover, Arab countries have organized a number of meetings and debates, the objective of which is to come out with a pioneering scientific method to spread and teach the language to non-speakers. Al-Mubarak (1979) claims that when foreigners are taught the language of Arabs, they are won over as a friend because the foreigner is able to comprehend the thoughts of Arabs directly without any distortion or deformation. This is considered a constructed bridge that leads to the heritage of Arabs and through a window that he/she overlooks in their intellectual life. That is why many specialized institutes that teach Arabic were established at universities. For example, the AL-Asun College, the Cultural Center for Diplomats and the Language Center at the American University in Cairo were established to serve this purpose.

Specialized centers for teaching Arabic were inaugurated at the University of King Abdul Aziz, at the University of Imam Mohammed Bin Sa'oud, and at the

University of Riyadh in Saudi Arabia. Younis (1984), states that the Shamlan Institute in Lebanon has played an important role in teaching colloquial Arabic to Americans. Other language centers specializing in teaching Arabic to non speakers are found in: Jordan, Syria, Kuwait, Tunis and Sudan. Moreover, the Arab Organization for Education, Culture and Science is concerned with teaching Arabic to foreigners through sending experts and instructors to some African countries to assist in teaching this language (Badi, 1980).

Many of the Arabic as a second language teachers continue to look for more effective methods of teaching Arabic to non-speakers in the shortest time possible. Mackey (1976) has enumerated 15 different methods in teaching a foreign language, the most prominent of which in relation to Arabic are: 1) Grammar-translation method, 2) Reading method, 3) Audio-lingual method, 4) Direct method, 5) All in one system. Zarkashy (1992) thinks that each of the above mentioned methods has its own advantages and disadvantages and that each differs from the others in regard to its effects and results according to the nature of learners. Omaggio (1993) finds that given knowledge about various language acquisition theories, teaching methodologies, some theories of communicative competence, and principles for proficiency-oriented instruction, teachers can function more effectively and make informed choices about the activities, communicative and creative skills.

Crandall (1992) is of the opinion that there are varieties of techniques and strategies in content-centered second language instruction. The four types of strategies are: first, cooperative learning through which students of different educational and linguistic background and different skill levels work together on a common task to achieve a common objective in either the language or the content classroom. This

strategy encourages students to communicate, cooperate, share insights and jointly build up knowledge. Students can be assigned different roles as recorder, reporter, facilitator or illustrator.

Second, experimental and task based learning which invites thinking and study skills in addition to language and academic concepts for students of various levels of language proficiency. Students learn by executing certain projects or tasks, performing a scientific experiment and not just reading theoretically about them (Rosebery, Warren & Conant 1992).

Third, the whole language strategy which is based on the idea that students must experience language as an integrated whole within a meaningful context to students (Goodman, 1986). Whole language strategies which have been in force in content-centered language classes include learning logs, dialogue journals, process-based writing, reading response journals and language experience stories (Crandall, 1992).

Fourth, graphic organizers that provide a means for presenting and organizing information so that it can be understood, applied and remembered. Tables, timelines, maps, diagrams and flow charts are used to help learners place information in an understandable context to enable learners to organize information gained from increased retention, written or oral texts, activate scheme as a pre-reading or pre-listening activity, organize ideas during the pre-writing stage and develop pre-writing strategies (Crandall, 1992).

Program Models That Promote Academic Achievement in L2

Since previous methods in teaching a foreign language to non speakers were not efficient it was necessary for educators to find new approaches. This resulted in having

programmed teaching models which were composed to accommodate the immense numbers of students wanting to learn foreign languages. In actuality, these programmed teaching models take into consideration the problem of insufficient numbers of teachers and the learners' individual differences. It is worth pointing out that context plays the biggest role in generally determining the features of the program model; so teaching Arabic in an Arabic speaking environment is different from that of teaching Arabic in a non Arabic speaking environment. In response, a number of program models have been developed to meet the needs of language minority students, many involving the integration of language and content instruction. Krashens theory(1982) of second language acquisition, that a second language is successful when the language input is at or just above the proficiency of the learner, focuses on instruction as a meaning rather than on form. There is sufficient opportunity to engage in meaningful use of that language in a relatively anxiety-free environment. Collier (1987) is of the opinion that social language can be acquired in one to two years, but the level of proficiency can take five to seven years to develop. Therefore, there is no perfect program model that permits teaching Arabic language to all learners, considering the varying factors of time specified for learning, prior knowledge of the language among students, individual conditions such as: age, sex and motivations, in addition to how close the Arabic language is to the student's native language (Tu'imeh, 1989).

However, there are various program models, the object of which is to improve academic achievement of Arabic as a second language learners through developing their academic skills. The earliest among these programs is the "sink or swim" method in acquiring the target language. The assumption here is that language-minority students

will pick up Arabic merely by being exposed to it. Submersion program places LAP students in monolingual classrooms with no formal school support to help them improve their Arabic. (Okeagu, 1996). This program states that non speakers of Arabic will learn the language by merely mingling with native speakers since they are not likely to consider L1 in L2 acquisition. But, Cummins (1982) believes that mere exposure to L2 is not sufficient for the acquisition of an academic language. In other words, these students fail to develop their academic skills due to inappropriate exposure to the Arabic language. Moreover, the student's ability to express himself/herself initially relates to the language used socially which is, simply put, the student's conversational skills (Cummins, 1981). It then relates to the student's academic language which is defined as the language needed for communicating successfully (Clair, 1994).

A significant program model was developed by Skinner, This consists of a group of banners, each of which is a piece of information ending with an explicit question, so as to eliminate any possibility of an error. This program is considered to be useful because it focuses on the learner's individual ability without having any external pressure (Ibrahim, 1987). This program is somewhat parallel to that of Al-Wasiti (1985), who calls on preparing specialized scientific or practical programs according to the learner's individual ability based on his/her scientific, religious, social or political motivations. In addition, Krashen,(1985) claims that language acquisition occurs only when incoming messages can be understood. Even when language minority students are exposed to Arabic, they tend to "tune out" when they do not understand what is being said.

Among successful model programs that promote academic achievement of Limited-Arabic-Proficiency (LAP) students is that which enables these student to either develop or continue developing academic skills while learning Arabic in areas where an important proportion of the LAP population speaks the same native language. As a result, bilingual education programs are recommended since bilingual instruction is the only approach that combines acquisition of target language i.e., Arabic and academic progress through the native language (Santiago, 1989). On the contrary, Clair (1994) does not recommend bilingual programs because they require a suitable number of balanced, credentialed bilingual instructors and because this type of programs requires a sufficient number of LAP students who speak the same native language. This may not always be permissible since student population at the university is of a heterogeneous nature.

It is recommended that at the university, where not so many foreign students share the same language, teaching Arabic as a second language (ASL) using content area instruction, is an appropriate technique focusing on using a second language as the medium of instruction (Crandall, 1987). Other programs divide the use of the two languages by content; some subjects taught in Arabic and others taught in the language of LAP students. Because native Arabic speaking students and LAP students learn through both languages, they can attain proficiency in a second language while continuing to develop skills in their native language (Lewelling, 1991). In addition, Al-Wasiti, (1985) suggests the addition of a new program that offers a new method in teaching; the individual approach . Learners are divided into groups according to their motivations for learning the Arabic language.

Tu'imeh (1989) presents two kinds of model programs for teaching Arabic as a second language. The first kind of these programs is called, Regular Programs, which teaches Arabic for general purposes. Since these programs are prepared for students in levels prior to university education; Arabic, in such a program ,is considered to be a prerequisite in the studying process. As a result, students learn an adequate amount of the second language which provides them with language skills that are needed in every day situations. This then enables them to pass the courses in which that language is taught.

The second of these programs is called, Specific Programs. This teaches Arabic in relation to professional and technical requirements. Arabic in such programs play a bigger role in achieving greater objectives. In other words, Arabic in such programs is used as a medium of instruction for achieving the detailed and general goals of the program through adequately chosen content based information.

Structured immersion programs are based on two main principles: First, the process of L1 and L2 acquisition are similar because learning occurs when language is used for authentic purposes (Lambert, 1984) Second, structured immersion implies that initial learning need not occur in the L1 as long as Arabic L2 is comprehensible. Structured immersion program teachers do not have to decide which language to use for which subject because all instruction is in Arabic. Because the students speak the same native language they can communicate with one another, although the use of L1 is often not allowed.

Although teachers speak the students L1, they may not provide clarification. Furthermore, content based texts are to be integrated in an intensive proficiency-based

language training program. This includes a vital amount of regional information in the target language (Clair, 1994).

According to (Chamot & O'malley, 1987) there is another effective program model that promotes academic achievement in the target language. The adjunct model proponents describe it as systematically integrating language and content based ASL . (Iancu, 1993) This program model is highly collaborative in the sense that it requires two teachers: one a language teacher, the other a content teacher. These two teachers coordinate separate classes so that the content is aligned and the two courses complement each other. This technique is concerned with the (preview-review) bilingual education model in which students are given a preview in their native language of a subsequent lesson in their target language.

Teachers introduce a skill based curriculum which include compatible content and ASL courses. This obliges them to select a content course, establish an Arabic proficiency range for ASL students, and to define how the compatible courses fit in the agenda of ASL students. In this respect, a basic technical course is given with an ASL adjunct curriculum which includes adjunct listening, reading and note taking for all levels of ASL students. The grammar and writing components of the ASL course focus on incorporating skills from the content, since students are required to write an essay in response to exam questions from the content course.

In the first stages of teaching Arabic to foreigners the two teachers of this program complement each other; in the sense that each deals with the same curriculum. Continuous cooperation between them takes place by having the content teacher correct

the essays written by students, while having the ASL teacher correct the aspects of process and form of academic writing. Teachers, at the same time, may increase the emphasis in the speech course so as to build up students' confidence and ability to participate in small group discussion and other classroom interactions.

Moreover, each group of these learners has a specified instructor who focuses on the subjects relating to the topic of their interest. Colloquial, modern standard Arabic (MSA), or classical Arabic (CA) students acquire the colloquial dialect of ASL due to their interaction with natives in society. But teaching such a dialect should only be restricted to special programs which include specified groups that are obliged to learn the colloquial dialect of a certain Arab country for particular reasons. Modern standard Arabic is a universal form of Arabic learned at schools across the Arab world. In addition, it is the medium of instruction at the vast majority of Arab universities where it is taught in general programs (Holes, 1995). Classical Arabic is the suitable dialect for those who are interested in learning pre-Islamic and Arab Islamic culture like Orientalists (Hussein, 1985).

It is worth pointing out here that Korma (1988) believes that there are two approaches to teaching a foreign language. The first is through the communicative approach that combines vocabulary and fundamental structures used in social life; This enables them to communicate with natives and to fulfill their requirements as looking for a place to live in as well as to enable them to adequately express themselves in any matter that a foreigner may encounter outside his country. The second approach is to teach a second language for special purposes. This approach is based on the foreigner's interests and motivation for learning a foreign language.

This approach collects the adequate linguistic content of vocabulary, syntactic and linguistic examples that relate to the domain of the learners interest. Munby (1983) links these two approaches with an important idea which states that teaching a second language should be in its original environment and in normal conditions. This can assist students learn new content knowledge written or spoken in Arabic. This also helps them in using and expressing their background knowledge in Arabic and linking it to a new knowledge. An approach that attempts to deal with these questions is content based ASL; knowing that Arabic language is taught through academic content to help language minority students develop conceptual knowledge of Arabic (Okeagu, 1996). All of these issues are answered through two approaches: Tang (1993) suggests that the first approach improves the Arabic proficiency of students in order to reach a level enabling these students to read and comprehend texts in content textbooks. In other words, this approach is adopted to assist them in reaching a level at which they can read the language of content textbooks independently, in addition to helping them in writing academic discourse in Arabic. The second approach is to use a language in content textbooks to the same level of the students' Arabic proficiency.

Tu'imeh (1989), suggests that there are many methods that can be used when choosing the content based textbooks:

- (1) Instructors can make use of the curricula used for teaching a foreign language, and in this respect, the instructor can select the linguistic content in his/her curricula; taking into consideration the differences and conditions of each language;

(2) Instructors can benefit from specialists' opinions in teaching Arabic to non speakers. In this case, instructors can present a preview of the topics they intend to teach; after which they would forward them to experts;

(3) Instructors can conduct a survey to collect students' reflections and comments selecting what would be suitable for such a group;

(4) Instructors can analyze situations in which students need to utilize Arabic.

Robinett (1978) states that in teaching and learning a second language most of the emphasis must be on practicing grammatically correct language. In addition, part of the focus should be on the correct forms appropriate in a given situation.

Making Second Language Learning More Efficient

On one hand, Gethin (1997) believes that there are two fundamental and connected problems in this respect. First is the mode of study. The other is the mode in which that study is organized. Nilsen (1997), on the other hand, indicates that different approaches have been used to detect an eventual acquisition order for second languages. He found that the most frequently used approaches are those which focus on morpheme order. According to Zou (1998) there are many ways to assist young people in learning a second language. He adds that there are other ways which teach such students to adequately acquire a second language within zones of proximal development. However, a prerequisite for teaching a second language effectively is to

establish a trustworthy relationship that permits an adult to become a model for younger people by encouraging them to engage in contingency management, and to provide them with feedback and guidance.

The Question of Assessment

The academic achievement of LAP students can be measured by teacher made tests in each subject area ,grade point average; student performance on tests designed by the university to measure the attainment of university curriculum objectives; or by standardized tests designed to compare the performance of one group of students with that of all students at university (Collier,1989). Spolsky (1978) presents a historical description of the development of language testing by dividing modern language testing into three areas: The pre-scientific, the psychometric structuralist, and the integrative - sociolinguistic. Research on how Arabic language proficiency might affect academic achievement of foreign students has been devoted to invest the relationship between their scores of Arabic proficiency tests, and academic development. For example, Mestenhauser (1961) lists a number of such studies that illustrate “a high positive correlation between high scores on objective language test and satisfactory or better grade averages”, and an “equally strong correlation between low test scores, and academic failure”.

Teaching a foreign language aims at achieving a number of goals relating to the learner’s gained knowledge of that language during a limited span of time, and the achievement of these objectives as evaluated through tests. Gagne (1966) states that once the instructional objectives, content, and skills have been determined, a teacher needs to chose the most suitable methods and techniques for teaching a foreign language and

testing the students' ability of expression through that non-native language. Tu'imeh (1989) points out that a test consists of a number of questions which the students must answer in order to evaluate the progress of one of their linguistic skills ; in addition to comparing one student's performance to others. Mohammed (1985) remarks that the given test is a means of evaluating the student's performance however, such means of evaluation differ in regard to accuracy, quickness, efficiency, and sophistication. Tests composed for non Arabic speakers vary in relation to the test's form and objectives.

There are two test forms: oral or written. These two forms are the constituents of the method that materializes the objectives of the teaching process. Both the oral and written forms are divided into either essay tests, popular tests prepared by institutions and schools. Students are asked to write an essay about a certain issue or objective tests which relate to most of the taught curricula. Other forms such as multiple-choice formats, true-false tests, matching and completion tests are also provided (Khater, 1981). According to Corder (1973), there are many types of tests implemented, i.e., the achievement test which relates to the curriculum studied by the student. Other implemented type of tests, i.e., the proficiency test which consists of syntax, reading, writing and listening, are the most widely used . These are designed to determine the extent to which international students have developed the English language skills necessary for successful college - level study, TOEFL, while an additional type, is the language aptitude test that determines the student's readiness to learn a second language . Teacher-made tests are additional tests used to evaluate achievement at certain periods of time.

Tu'imeh (1989) believes that in order to prepare a good test basic characteristics should exist, i.e., validity, reliability, objectivity, practicality and discrimination which distinguish good students from others. But Huerta-Marcias (1995) claim that the testing situation itself usually produces anxiety within the students to the extent that they are unable to think clearly. Gurrey (1969) presents a form for questions divided into three stages. The questions of the first stage aim at making the student understand everything in details. The questions of the second stage focus on developing the mental abilities of the student and the value of reading. The third stage relate to the written form which encourages students to express themselves through free composition. According to Madkour (1985):

Both formative and summative evaluation methods have to be used according to the specific objectives that have been pre-selected. Moreover, the trainee needs to be motivated by giving him the opportunity to measure his own progress from time to time. It is also important that a training program provide both trainer and trainee with alternatives in the content, the skills, the teaching methods, and the testing methods. The selection of these alternatives depends on the planner's visualization of the future operation of the program.

Korma (1988) observes that creating objectives for tests serve many purposes: a) knowing student's performance in the second language; b) detecting points of strength and weakness in the student's performance; c) benefiting from points of weakness so as to be developed through the help of the teacher; d) informing administrators of the student's performance and; e) preparing the learner to apply to various jobs. Mohammed (1985) adds that these tests also evaluate the individual student's ability to learn a second language. Given the large numbers of students whose ability must be assessed, a standardized test offers reliable and efficient scores

for individuals (Tu'imeh, 1989). These can be compared to scores within a certain population.

Garcia and Pearson (1994) remark that proponents of alternative assessment claim that it is different from conventional testing in that it requires students to show what they can do. Students are evaluated on what they integrate and produce rather than on what they are able to reproduce and recall. The main goal of alternative assessment is to gather information about how students are processing, approaching and reacting in real life tasks in a particular field. Huerta-Marcias (1995) indicate that alternative assessment provides alternatives to conventional testing in the sense that it: a) reflects the curriculum that is being implemented in the classroom; b) provides information in regard to the strength and weakness of each student; c) does not intrude on regular classroom activities; d) is more multiculturally sensitive and free of norm, cultural bias found in traditional testing and linguistics; e) and provides multiple indices that can be used to monitor the progress of the student.

Alternative assessments include a number of tools that may be adapted to different situations; i.e. the use of checklists of the student's behavior or products, journals, videos of role plays, self-evaluation questionnaire, work samples and reading logs (Okeagu, 1996). Huerta-Marcias (1995) adds that alternative assessments are nonintrusive in that they extend the activities of day-to-day already in place in a curriculum. This allows students to be assessed on what they normally do in class every day as well as provides information about the strength and weaknesses of students. These tests are multiculturally sensitive when properly administered.

The method adopted in the Language Center at the University of Jordan while teaching Arabic to non-speakers is one in which teachers interact with students in order to see how they construct meaning on their own. In addition, tests given to these students are normally made up of five parts, three of which, vocabulary, structure and written expression, focus on unrelated questions on specific lexical items, syntax or writing mechanics. The other two parts, reading comprehension and listening focus on several questions relating to one passage, conversation or lecture. In actuality, the comprehension question given in the test, first introduced to students at the beginning of the semester and concluded at the end of the semester, is described as the first step in placing the responsibility for learning with the student, not the teacher. While the students are composing their comprehension, they reflect on their obstacles, determine their needs, set priorities, and articulate this information to their teacher.

This task serves as a diagnostic tool in three ways. First, as a writing sample, it provides information about the students' fluency and proficiency in writing. Second, the initial composition gives an indication of how students perceive themselves as users of Arabic. Third, a composition question often reveals students' perception of the language learning process (Okeagu, 1996). In other words, such tests tend to represent readily available methods of assessing Arabic proficiency of non-native speakers who intend to communicate or study in the medium of Arabic; even though a testing situation may at times produce anxiety. Within some students, this may make them unable to think clearly in a calm manner.

Navarrete (1990) suggests utilizing a combination of formal and informal measures to assess the academic ability of LAP students. Formal assessment may indicate how students are performing in relation to others across the country. Informal data can be used to support formal test findings or to provide documentation of the progress of students in instructional areas not covered by formal measures. Duran (1988) states that, although standardized reading tests may provide information regarding the reading ability of LAP students in relation to other students at the same level, tests do not provide qualitative information about the reading skills of students, or about reading skills in regard to certain points of strength or weakness in the language of students. Furthermore, he advocates the use of dynamic assessment which rather than assessing current skills and knowledge, measures the readiness of individuals for learning new skills and knowledge.

Factors that Affect Academic Achievement in L2

Collier (1989) believes that mere exposure to a target language, while it may somewhat improve rudimentary social communicative skills, is not sufficient for the acquisition of the academic language of L2. In actuality, Cummins (1982) refers to the type of language needed for academic success as cognitive language academic proficiency. This type of proficiency is related to cognitive skills and conceptual knowledge. In actuality, second language acquisition research has shown that the level of proficiency in the first language has an explicit influence on the development of proficiency in the second language. The lack of continuing development in the first language has been found, in certain cases, to inhibit the levels of second language

proficiency and cognitive academic growth. Hakuta (1990) views native language proficiency as a strong indicator of the development in the second language.

Oxford (1990) synthesizes existing research on how some factors influence the choice of strategies used among students learning a second language. These factors are: motivation, gender, cultural background, attitudes and beliefs, family socio-economic status, type of task, learning style, age, length of time LAP students have been exposed to second language, aptitude, and prior knowledge of a second language.

Motivation

An experiment by the Institute of Non-Speakers of Arabic at the Faculty of Arts at the Al-Mustanseriah University in Baghdad demonstrated that there are five types of Arabic language learners determined by motivations for learning. These are detected through examination of more than 300 learners that came from 40 different countries during a period of four years . This experiment suggests that the motivations for learning Arabic are: religious, scientific, professional, political and social (Al-Wasiti, 1985).

More motivated students tend to use more strategies than others who are less motivated. The primary reason for studying a second language is important in the choice of strategies. Therefore, it is better for teachers to know their students' motivations for learning a second language so as to appropriately select the most suitable and beneficial strategy while teaching. Abdel-Halim (1985) points out the students who are more motivated to learn a second language score higher than those who are not as motivated due to lack of desire or interest in learning a second language.

Gender

In relation to gender, Oxford (1990) states that females report better overall strategy use than males in many studies. This might be due to the reason that females have a higher tendency to utilize a number of strategies until the most appropriate is found.

Culture Background

In respect to cultural background, memorization through repetition and other forms of memorization were more evident among some Asian students than among appeared to encourage this strategy among second language learners.

Attitude and Beliefs

Attitudes and beliefs were reported to have a profound effect on the strategies chosen by learners, with negative attitudes and beliefs causing poor strategy use or lack of harmony of strategies.

Socio-Economic Status

Bernstein (1961) believes that family socio-economic status is another factor linked to language and university performance in the sense that the higher the family socio-economic status, the more suitable it is to provide a home environment that is more conducive to the development of a higher standard of attainment.

Type of Task

The type or nature of the task help determine the strategies used to carry out the task. Students of different ages of second language learning utilize different strategies, with certain strategies often being employed by older or more advanced students.

Learning Style

Learning style often determines the choice of second language learning strategies. For example, students of analytic - style prefer strategies such as rule - learning, contrastive analysis, and dissecting words and phrases, while global students use strategies to find meaning through guessing, scanning and predicting. These students converse without knowing meanings of all the words. Furthermore, Oxford (1989) remarks that language learning styles and strategies appear to be among the most significant variables influencing performance in a second language.

Age's Affect on Second Language Learners

Snow and Hoefnagel-Hohle (1977) suggest that older students are better second language learners because they have achieved a higher level of cognitive maturity in their first language. In addition, Collier (1989) believes that, for academic achievement, it does not matter when second language learning begins, as long as cognitive development continues at least through age twelve. Likewise, Long (1990) states that there are maturational constraints on language learning, and that the rate and level of attainment are contingent upon the age at which learning of a second language begins. He suggests that a sensitive period occurs in language learning; learning which takes place during this period, and learning taking place afterwards. (Cook, 1986) states that many other scholars claim that adults, explicitly or implicitly, learn a second language less efficiently than younger people. Chomsky (1959) claims that:

It is a common observation that a young child of emigrant parents may learn a second language in the street from other children, with amazing rapidity ... while the subtleties that become second nature to the child may elude his parents despite high motivation and continued practice.

Length of Time LAP Students Have Been Exposed to Second Language

In relation to the length of time LAP students have been exposed to second language, from the researcher's experience of teaching Arabic to non-speakers, it is obvious that the more foreign students are exposed to the second language, the more they acquire more concepts and the more they have self confidence to express themselves in Arabic. This, in its turn, enables them to score better academic achievement when compared to others. This group of students normally continue their academic studies in various departments in the university, the medium of instruction being classical Arabic since they do not relatively face major problems in comprehending the content given.

Aptitude

In relation to aptitude Gage, (1964) defines the aptitude to learn a foreign language as a mission that could be determined by the needed time for an individual to reach a certain proficiency level; all circumstances to appropriately learn a foreign language being met. In actuality, people differ in regard to their aptitude for learning diverse skills. This is what individual differences in the process of learning indicate. Knowing the individual differences of students learning a foreign language is a vital matter in selecting learners and placing them according to specified categories.

Scholars interested in teaching foreign languages are concerned with preparing tests to measure the range of learners' ability to learn a second language. One example of these available tests is the modern language aptitude test (MLAT), a test for categorizing students in intensive programs for teaching Arabic language (Carroll, 1969).

Prior Knowledge of a Second Language

Vallette (1980) observes that students who have prior knowledge of a second language achieve quicker progress in learning it or any other in comparison to those whose lingual experience is restricted to their native language. Abdel-Halim (1985) believes that having prior lingual experiences helps in composing programs, choosing the right strategies, and determining adequate teaching levels for each group of learners. This, in turn, decreases individual differences and saves both time and effort while teaching.

Effectiveness in using second language learning strategies has shown the following: first, the use of appropriate language learning strategies usually results in improved proficiency in specific skill areas (Oxford et al, 1993) Second, certain strategies are linked to particular language skills or tasks. For example, second language writing benefits the learning strategies of self-monitoring, planning, substitution and deduction. Second language speaking demands strategies such as risk taking, paraphrasing, self-monitoring and self-evaluation. Second language listening comprehension benefits from strategies of elaboration, selective attention and self-monitoring, while second language reading comprehension uses strategies like reading aloud, guessing, summarizing and deduction (Chamot & Kupper, 1989) Third, the powerful social and effective strategies are found less often in second language research. This is probably caused by these behaviors not being examined frequently by second language researchers, and because learners are not familiar with paying attention to their own feelings and social relationships as part of the second language learning process (Oxford, 1990).

Current research challenges the idea that children learning a second language are more superior to adults in regard to performance. Research in this regard argues that different rates of second language acquisition may reflect psychological and social factors that favor child learners (Newport, 1990). However, research comparing children to adults has always demonstrated that adolescents and adults perform better than children under controlled conditions (Snow & Hoefnagel-Hoehle, 1978), even though, there is an exception in relation to pronunciation favoring that of children to that of adults. In other terms, learning a second language is as difficult for a child as it is for an adult to the extent that it may be even more difficult, since young children do not have access to the memory techniques and other strategies that more experienced learners use in learning grammatical rules and acquiring vocabulary (Myths and Misconceptions, 1992).

Janzarli (1985) believes that there are a number of problems faced by non-speakers of Arabic which affect their academic achievement. These problems are: first, teaching Arabic language to non-speakers is considered a recent educational topic in comparison to teaching English to foreigners. Therefore, the methods of teaching Arabic to foreigners are still in the process of individual development despite the enormous attempts by scholars to make use of modern means in the domain of teaching Arabic language. Second, occurs around the issue of diglossia. Even though spoken and written Arabic are related; they are not the same. In order to be communicatively competent, students must learn the two types of Arabic: the spoken form, which is at times termed as modern standard Arabic, and the written form. This may be a major reason why Arabic materials are complex. Hudson (1996) clarifies that:

In an Arabic-speaking diglossic community, the language used at home is a local version of Arabic (there may be very great differences between one dialect of Arabic and another, to the point of mutual incomprehensibility), with little variation between the most educated and the least educated speakers. However, in a lecture at a university, or a sermon in a mosque, the only possibility is Standard Arabic, a variety different at all levels from the local vernacular, and felt to be so different from the low variety that it is taught in schools in the way that foreign languages are taught in English-speaking societies. Likewise, when children learn to read and write, it is the standard language, and not the local vernacular, which they are taught.

A third problem that affects academic achievement in Arabic is the instructor of the subject in the sense that many do not use necessary scientific means to teach the language. Others may not adopt a modernized and interesting style of teaching, while some are not sufficiently qualified for undertaking such a profession. Crandall (1992) remarks that teacher training is a major concern due to the increasing number of Arabic second language learners. To accommodate this diverse population of students, contact-area teachers need to know how to shelter their instruction. In addition, second language teachers need to learn how to integrate better content and academic language.

A fourth problem that is faced in this field is the lack of adequate numbers of scientific resources to assist both instructors and students dealing with Arabic as a second language. In addition, research by the Foreign Service Institution (FSI) points out that the lack of methodologically updated materials and the negative attitudes of learners in regard to the level of difficulty of the language affect foreigners' academic achievement.

Fifth, the pattern of exams in relation to teaching Arabic as a second language is not scientifically or educationally examined. This forms an obstacle in the process of evaluation of skills and learners' abilities. Finally, Tu'imeh (1989) believes

that another problem which affects the academic achievement of some foreign students is that they do not frequently practice what they had learned in the classroom.

In this respect, Ryding and Stowasser detected a number of special problems involved in teaching Arabic to English speakers through their research that was carried out at the Foreign Service Institute. These special problems are: 1) the “mysteriousness” of the language; 2) the difficulty of learning a new script system; 3) the diglossic nature of Arabic; and, 4) some negative stereotypes to be overcome. Based on the above, a number of researchers in teaching Arabic to foreigners have sought similar reasons of difficulties faced by them when learning the Arabic language in spite of their gender, age, background, motivations, and nationality.

Many attempts have been conducted to make use of educational research in teaching Arabic to non-speakers. Abdel-Halim (1985) defines educational research as a number of hypotheses which depend on contemplating, note-taking and experimenting as a constant technical activity in the field of teaching and learning Arabic as a second language. The objective of educational research aims at developing organized knowledge which enables Arabic instructors to form decisions in relation to the objectives, subjects and educational stands that are linked to Arabic teaching and learning.

Abdel-Halim (1985) finds that educational research relating to teaching Arabic to non-speakers must be based on the following: first, educational research must strongly be linked to Arabic language and not to other successful research findings in relation to other languages. Each language has its own historical and cultural characteristics that differ from others. Second, educational research should be complemented with a large number of variables relating to the teacher, the learner, the taught subject and the

teaching method. As a result, educational research must be composed through these variables. Third, one part of the research must be connected to the others in the sense that teaching Arabic as a second language should be through consequent levels from novice to superior. Chall (1967) finds that one of the most prominent lapses of educational research in teaching English to native beginners is that this research focuses on the first few months of teaching the language, and that the vast majority of these students exceed the novice level. This leads to uncertainty in relation to research's results which are not considered of scientific value. Fourth, educational research should be associated with development whether in regard to education subjects, methods of teaching, curricula or objectives. Based on the above, the researcher views that composing a program for teaching Arabic to non-speakers requires that a number of scholars join their efforts, each according to his/her specialization in the preparation process.

Ryding and Stowasser worked jointly on a project at the Foreign Service Institute (FSI) that was an innovation for Arabic teaching. They prepared a number of Arabic texts tackling certain regional content material which reflected what the FSI students were studying. Even though these students were exposed to somewhat familiar content material, this material was introduced in the target language, i.e. Arabic. This, in fact, is in line with Krashen's Input Hypothesis that functions effectively when students are able to comprehend incoming information through extra-linguistic knowledge.

Ryding and Stowasser found that the obscurity of Arabic can be incomprehensible even at non-beginning levels. Furthermore, they realized that when American or European students wanted to utilize Arabic for reading and writing purposes, the use of a totally different script, and reading in a different direction from

right to left impose a another dimension of cognitive complexity. Nevertheless, they felt that the validity of the Input Hypothesis would hold true for the Arabic language if teacher structure learning experiences reduced negative anxiety and effect allowed access to as many borrowed words as possible; drew upon the real-world knowledge of students, and overcame the barrier of Arabic script. These principles lead to the matter of “authenticity” of Arabic material and their role in the leaning experience.

Summary Of Literature Review

In accordance with the fore-going review of literature, the following conclusions could be reached:

The more motivated the student is in learning a second language, the more he/she is liable to reach higher academic achievement. Moreover, the higher the socio-economic status of the second language learner, the more he/she is thought to offer better performance. It is worth pointing out that language learning strategies and styles seem to be of the most effective methods in relation to students’ performance in a second language.

Some researchers believe that there is a range of age in which studying a second language is acquired smoothly, and after which acquiring the same language would not be relatively easy. In the same regard, the task of those students who had prior exposure to second language would be much less demanding than that of the students who were introduced to it for the first time.

On the other hand, there are a number of problems faced by non-speakers of Arabic, among these are the following:

(1) The methods used in teaching Arabic to foreigners are still in the process of individual development.

(2) The matter of diglossia in Arabic which obliges students to learn the two types of the language, the standard and classic.

(3) Scarcity of scientific references in relation to teaching Arabic as a second language.

Some of the major determinants of second language and academic attainments are thought to include the age of the students, their motivation for learning, the socio-economic status of their families, and the length of time that they had been exposed to Arabic language. There are two approaches to teaching a foreign language .The first is through the communicative approach, the second one is to teach a second language for special purposes. This approach is based on the foreigners interests and motivation for learning a foreign language.

CHAPTER III

METHODOLOGY

The methods used to gather the data needed to answer the research questions provided by this study are discussed in this chapter. This discussion includes the setting of the study, population, research design, description of the questionnaire or instrument, procedure, and data analysis.

Setting of the Study

Students included in this study were registered in two different educational programs offered at the University of Jordan. One program includes students' enrollment at the Language Center to study only Arabic language as a second language. The second program includes students' enrollment at other faculties where they studied along with native speakers of Arabic as in the Faculty of Arts, Islamic Studies, Humanities and Social Sciences.

Population

The university in the study is 40 years old and a leading educational institution in the Arab World. Its 16 different faculties offering more than 168 program of study, have a total enrollment of nearly 22,350 students; 9,339 of which are males while 13,011 are females. The population selected for this study include 120 foreign students from: China, Malaysia, Indonesia, America, France, Italy, Turkey, Britain, Japan, Russia, and Spain, who enrolled in different programs of study at the University of Jordan. More than 1,700 of these international students mingle with Jordanian students to practice and improve their Arabic language. The international population offered by the university is judged to be such a positive reflection of the national trend, to justify its choice of the study. There are 114 students enrolled in Arabic as a second language programs (ASL) offered for the first semester of the 1999/2000 academic

year at the Language Center at the University of Jordan. These students come from: North America, South America, Africa, Asia and Europe.

The researcher sought the assistance of a number of faculty members in the course of data acquisition by visiting faculty members while lectures were in progress. With the assistance of these lecturers, the researcher distributed the questionnaire packages to foreign students willing to participate in the study. Each package included the questionnaire to be answered and then returned back to the researcher. The researcher emphasized that names of students were not to be written on the questionnaire so that strict confidentiality was assured. The researcher felt that protecting students' confidentiality was necessary to enable them to register actual information, decreasing much of the inhibitions that might result from identification.

Research Design

This study used a descriptive research design that incorporates the use of a survey as the basic data collection tool. This type of design is appropriate because the independent variables was not manipulated and no treatment or intervention was provided to the participants. The participating students were asked by the researcher to complete a survey about learning Arabic as a second language.

This study employed a descriptive, qualitative-quantitative approach since such an approach permits a greater flexibility and, therefore, greater understanding of the topic of examination in research (Okeagu, 1996). Descriptive research is suitable where population parameters are unknown. Qualitative research questions were prepared to exploit students' conscious perceptions of their environment as employed

in this study. Moreover, qualitative research represents many descriptive research strategies. One such strategy, utilized in this research is not to impose any restrictions on either the data or variables. In fact, the phenomenological qualitative research attempts not to limit variables, but develops theory and moves from the specific to the general and not vice-versa (Okeagu, 1996).

This research employs a quantitative approach where needed to provide a structured analysis of the responses in the questionnaire. Furthermore, the researcher used a variety of methods which contributed to the topic of study. Rogers (1973) states that questionnaires, however, have long been a powerful instrument in scientific research, and anonymity is an acknowledged incentive to reality.

Description of the Questionnaire or Instrument

The 41 questions on the questionnaire were systematically designed to gather information on key variables investigated in this study. These variables included the students' age, sex, ethnic and socio-economic background, amount and type of special Arabic training, willingness to use Arabic outside prescribed situations, and information pertaining their Arabic language proficiency and academic achievement. The researcher provided additional space in relation to some questions of the questionnaire on which this study is based in order to gain further elaboration by the students. Information in relation to these variables was gathered in the following manner:

(a) Socio-economic Group

The higher category of income of either the father or mother was taken by the researcher as the measure of the student's socio-economic group.

The categories employed in the questionnaire were:

- 1 Unemployed
- 2 Unskilled manual
- 3 Skilled/semi-skilled manual
- 4 Clerical/non-manual
- 5 Professional/managerial
- 6 Other

(b) Ethnic Group

There was not any categorization of ethnicity in the questionnaire. Students identified their nationality. Their responses were internally coded in accordance with the quantitative analysis segment employed in the study.

(c) Amount and Type of Special Arabic Training (SAT)

Information in relation to this variable was gathered according to the following categorization:

Full-time SAT

1. More than one year
2. One year or less

Part-time SAT

3. More than one year
4. One year or less

A final category of "No SAT at all" is also included.

(d) Student's Academic Standing

This was viewed by the researcher in terms of the following categories:

- | | |
|----------------|------------------|
| 1. First year | 4. Fourth year |
| 2. Second year | 5. Graduate year |
| 3. Third year | 6. Other |

(e) Willingness to Use Arabic

This question was intended to offer information relating to students' motivation for using Arabic language away from prescribed situations. The three possibilities are:

- 1) Arabic spoken at home
- 2) Arabic spoken at university
- 3) The use of Arabic among peers

1) **Arabic Spoken at Home**

The categories for this variable are:

1. Never or hardly ever
2. Part of the time
3. All or almost all of the time

2) **Arabic Spoken at University**

The categories for this variable are:

1. Never or hardly ever
2. Part of the time
3. All or almost of the time

3) **Use of Arabic Among Peers**

The categories for this variable are:

1. Very keen to use Arabic
2. Very reluctant to use Arabic
3. Indifferent, or don't know

(f) Academic Achievement

This variable was measured in terms of cumulative grade point average, and total number of credits earned.

(g) **Arabic Language Proficiency**

This variable might be the most important and difficult one to measure.

Information pertaining to students' language proficiency was gathered in two ways: first, the study made use of the sample of students' scores on the equivalent language proficiency test. Second, the study encouraged the participation of students in a collaborative assessment of their language proficiency through inviting them to reflect on this issue. This was accomplished in the questionnaire with a question such as: rate your proficiency in Arabic language skills: listening, speaking, reading, and writing. The categories for these variables are:

1. Novice
2. Good
3. Intermediate
4. Superior

To insure students' accuracy in answering this question, a rating scheme was provided by the researcher. It is worth pointing out that the full text of the questionnaire and the rating scheme is provided in Appendix B.

Translation into Arabic

The questionnaire was translated into Arabic and provided by the researcher to those students whose proficiency in Arabic was limited and whose proficiency in English is very poor. Translation of the questionnaire was examined by two Arabic instructors who were asked by the researcher to provide information for required change before distribution of the questionnaire to the students.

Procedure

The researcher sent a letter to the President of the University of Jordan to gain approval to conduct the survey. Copies of that letter were submitted by the administration of the university to all faculties to obtain permission to carry out this study. As a result, the researcher made appointments with administrators of the faculties that have foreign students to determine a mutually agreeable time in which the questionnaire of the survey might be distributed and completed by the students.

After that time was determined, the researcher distributed the questionnaire to foreign students of the various faculties: The Faculty of Arts, Faculty of Islamic Studies, Faculty of Humanities and Social Studies, Faculty of Graduate Studies and the Language Center. The survey included a covering letter to assure confidentiality and states the significance, purpose and voluntary nature of participating in the study. All data collection was completed during the time that was scheduled for answering the questionnaire inside the classroom.

Data Analysis

After the completion of the data collection, information from the survey was entered into a computer file for analysis using SPSS -Window Version 8.0. The data was analyzed through the usage of percentages, frequency distribution, chi-square and analysis of variance (ANOVA). The questions in the survey are both open and close-ended so as to increase information derived from students. Samples of students was used with the intention of drawing generalization of the population.

The researcher looked for relationships between each component of the questionnaire and each variable in the research questions. This approach made it

possible to find the differences in the subjects as indicated by their scores on each separate variable. The advantage of using a descriptive, qualitative, and quantitative approach is that they can be either analytic or synthetic which offered more flexibility in examining students' answers (Selinger and Shohamy, 1989).

The statistical procedure called "analysis of variance" (ANOVA) was used for this purpose. ANOVA is a statistical procedure used to test the hypothesis that several populations are equal. It examines the variability, and determines whether there is reason to believe that the population means are unequal. To use the ANOVA test, the sample in this study was a "random" sample because the questionnaire instruments was administrated to students willing to participate without regard to their nationality, age or other characteristics. In addition, the variances in all groups must be equal which is why the sample in this study consisted of similar numbers of students. Therefore, the data meets the two requirements for treatments with ANOVA.

The one-way ANOVA carried out in this study viewed academic achievement as the dependent variable relating to Arabic proficiency the independent variable. Academic achievement was measured in two ways: cumulative GPA and cumulative credits. Language proficiency was measured both in terms of scores on standardized tests, and the students' own self assessment.

CHAPTER IV

RESULTS OF DATA ANALYSIS

This chapter presents the results of the data analysis collected from the questionnaire instrument administered to 120 foreign students randomly selected at the University of Jordan. A total of 98 foreign students completed the questionnaire, for a response rate of 82 %.

This chapter is divided into two sections. The first makes use of inferences from students' responses through means of a combination of descriptive, qualitative, and quantitative analysis. The second section of this chapter makes use of the results of descriptive analysis arranged to address each of the research questions. Descriptive statistics-frequencies enables the researcher to categorize the responses for single variables or a combination for variables. In fact, descriptive analysis enabled the study to answer certain questions relating to the characteristics of the respondents like age, gender, nationality, marital status, and income. Qualitative analysis, on the other hand, permits a consideration of those responses not particularly amenable to the usual tolls of empirical analysis, whereas the quantitative analysis makes use of specific tools like the statistical procedure of analysis of variance which is called ANOVA. In addition, the calculation of tests of significance also provides for hypotheses testing (Fraenkle and Wallen, 1996).

The motivation behind this study was to describe and identify the factors which affect the Arabic language proficiency of foreign students at the University of Jordan and to inspect ways in which language proficiency may be related to their academic

achievement. The examined data by the researcher consisted of 41 questionnaire questions, of which six distinct questions were formed. Some space was provided at the end of most questions to encourage written descriptive responses that were necessary for adding or clarifying a better understanding of the issues being investigated. The selected seven research questions for examination are:

1. What are the characteristics of foreign students at the University of Jordan?
2. To what extent is Arabic used in public and private education in the students' native countries?
3. What is the role of Arabic as a medium of instruction in institutions of higher education in their native countries?
4. What, if any, special Arabic as a second language training have the foreign students undergone prior to, or upon enrolling in the university?
5. What is the current level of Arabic proficiency of the foreign students, and what is their present academic achievement?
6. What is the relationship between Arabic content based instruction, and the academic achievement of foreign students in the university of Jordan?
7. What is the relationship between Arabic as a second language proficiency and academic achievement?

This research considered descriptive analysis as a vehicle to developing a profile of the participating students. The aim behind this kind of analysis is to enable the researcher to describe the participating students in terms of their gender, age, income in addition to other significant variables. An accurate examination of these variables was

considered most necessary for understanding how they affect the students' language proficiency and academic achievement. The variables, like age, are measured on so-called interval-ratio scales, therefore, a modification of the bar chart called a histogram was used. The study was interested in counting the number of times different combination of values of two or more variables occurred in the data. Later, specific examples of cross-classification tables obtained from this study is discussed. The statistical procedure utilized to describe the variables includes a bar chart and frequency table for each variable, utilizing the statistical package for the social services (SPSS), version 7.5 for IBM.

Research Question 1

What Are The Characteristics of Foreign Students At The University of Jordan?

This research question was derived from questionnaire questions 1-7.

Table 1

Age

Age	Frequency	Percent
17	1	1.0
18	4	4.1
19	3	3.1
20	19	19.4
21	5	5.1
22	22	22.4
23	6	6.1
24	6	6.1
25	10	10.2
26	5	5.1
27	4	4.1
28	3	3.1
29	2	2.1
30	3	3.1
32	1	1.1
34	2	2.0
41	1	1.0
45	1	1.0
Total	98	100

Questionnaire question 1 asked the students to provide their ages on the survey. Their responses were summarized using frequency distribution for age . Eight students (8.2%) were less than twenty years old. The largest group of respondents, students (83.7%), were in their twenties. This was followed closely by six students (6.1%) who were in their thirties, and the remaining two students (2.0%) reported their ages in the forties. (Table 1).

Table 2

Gender

Gender	Frequency	Percent
Male	46	46.9
Female	52	53.1
Total	98	100.0

Question 2 asked the students to indicate their gender on the survey. Table (2) demonstrate that 46.9% of the respondents were males, while the rest (53.1%) were females.

Table 3

Nationality

Nation	Frequency	Percent
Asian	65	66.3
African	6	6.1
European	23	23.5
American	2	2.0
Missing	2	2.0
Total	98	100.0

Question 3 wanted to know the nationality of the students. Table (3) shows that the largest group of students (66.3%) who participated in this survey were from Asia;

(6.1%) were from Africa; (23.5%) were from Europe;(2.0%) were from America while (2.0%) of the students did not answer this question.

Table 4

Marital Status

Marital Status	Frequency	Percent
Single	77	78.6
Married	18	18.4
Divorced	1	1.0
Missing	2	2.0
Total	98	100.0

Question 4 related to the marital status of students; Seventy Eight and six tenths reported they were single, whereas (18.4%) were married. One percent were divorced and (2.0%) of the students did not answer this question. (See table 4).

Table 5

Family Income

Family Income	Frequency	Percent
\$0-\$5,000	46	46
\$5,000-\$10,000	8	8.2
\$10,000-\$15,000	10	10.2
\$15,000-\$20,000	3	3.1
Over \$20,000	16	16.3
Missing	15	15.3
Total	98	100.0

Question 5 referred to the annual income of the students' families. Table (5) demonstrates that (46.9%)of the students were from \$0-\$5,000 annually; (8.2%) of the students' families earned \$5,000-\$10,000; (10.2%) earned \$10,000-\$15,000; (3.1%) earned \$15,000-\$20,000 and; (16.3%) earned more than \$20,000. Fifteen students, or (15.3%) of the sample declined to answer this question (denoted as missing in table 5).

Table 6**Range of Annual Income in Relation to Ethnicity**

Annual Income	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
0 - 5,000	42 73.7	0 0	4 66.6
5,000 - 10,000	6 10.5	0 0	2 33.3
10,000 - 15,000	2 3.5	8 40.0	0 0
15,000 - 20,000	3 5.2	0 0	0 0
Over 20,000	4 7.0	12 60.0	0 0

Distribution by ethnic group of the annual income of the bread winner in the students' families.

Table 7**Range of Annual Income in Relation to Gender**

Annual Income	<u>Males</u> Percent	<u>Females</u> Percent
0 - 5,000	16 43.2	30 65.2
5,000 - 10,000	8 21.6	0 0
10,000 - 15,000	2 5.4	8 17.4
15,000 - 20,000	3 8.1	0 0
Over 20,000	8 21.6	8 17.4

Distribution by gender of the annual income of the bread winner in the students' families.

Table 8**Range of Annual Income in Relation to Marital Status**

Annual Income	Single Percent	Married Percent	Divorced Percent
0-5,000	30 58.9	16 55.1	0 0
5,000-10,000	8 15.6	0 0	0 0
10,000-15,000	5 9.9	5 17.2	0 0
15,000-20,000	0 0	0 0	3 100
Over 20,000	8 15.6	8 27.6	0 0

Specific distribution of the annual income of the bread winner in the students families across ethnic groups, gender, and marital status are further shown in tables 6 -8, which are across- classification tables. Seventy -three and seven tenths of the Asians came from families earning \$5,000 or less; (60.0%) of the European families earned more than \$20,000 annually; table (7); a higher proportion of females (65.2%) than males (43.2%) were from families earning \$5,000 annually; (table (8)); single people ((58.9%) far out -numbering both married people(55.1%) and divorced people (0) in this income group table (8)).

Table 9**Primary Bread Winner**

Primary bread winner	Frequency	Percent
Professional/managerial	45	45.9
Skilled/semi-skilled	5	5.1
Clerical/Non-manual	48	49.0
Total	98	100.0

Question 6 inquired about the status of the occupation of the primary bread winners in the students families. Forty- five and nine tenths of the students were professional/managerial; (5.1%) were categorized as skilled/semi-skilled, and; (49.0%) performed clerical/non-manual works. (Table 9).

Table 10

Prior Language Skill

Prior language skill	Frequency	Percent
Monolingual-other than Arabic	51	52.0
Predominantly-other than Arabic	10	10.2
Bilingual	37	37.8
Total	98	100.0

Question 7 Referred to language skills of the students prior to their coming to Jordan. The results in table 10 indicates 52% were monolingual speakers of a language other than Arabic; 10.2% predominantly spoke that language other than Arabic; and 37.8% were bilingual.

Table 11

Ethnicity

Ethnic group	Frequency	Percent
Asians	39	39.8
Europeans	59	60.2
Africans	0	0
Total	98	100.0

A further distribution of prior language skills by ethnicity is shown in cross-classification table 11. A greater portion (60.2) of the bilinguals were Europeans; 39.8% were for the Asian, whereas the Africans in the sample were relatively far more conversant with the Arabic language (0%).

Research Question 2

To What Extent is Arabic Used in Public And Private Education in The Students' Native Countries? This research question was derived from questionnaire questions 8-15.

Table 12

Usage of Arabic

Use of Arabic	Frequency	Percent
Medium of Instruction	22	22.4
Mandatory Foreign Language	10	10.2
Optional Foreign Language	45	45.9
Not Taught at all	14	14.3
Missing	7	7.1
Total	98	100.0

Question 8 wanted to know how the Arabic language is regarded in public and private education in the native countries of the students. Table 12 indicates that 22.4% of the students described Arabic as the medium of instruction; 10.2% said it was the mandatory foreign language; 45.9% said it was an optional foreign language; 14.3% reported that the Arabic language was either not applicable or not taught at all. Seven and one tenths of the sample declined to answer this question denoted as missing in table 12.

Table 13

Usage of Arabic in Relation to Ethnicity

Use of Arabic	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Medium of Instruction	16 24.7	6 30.0	0 0
Mandatory Foreign Language	10 15.3	0 0	0 0
Optional Foreign Language	31 47.7	14 70.0	0 0
Not Taught at all	8 12.3	0 0	6 100.0

Table 13 illustrates that Europeans made up the most dominant group among those for whom Arabic was the medium of instruction.

Table 14

Arabic as a Compulsory Subject

Arabic compulsory	Frequency	Percent
Yes	33	33.7
No	62	63.3
Missing	3	3.1
Total	98	100.0

Question 9 asked whether Arabic was a compulsory subject in public and private education in the native countries of students. Table 14 shows that 33.7% answered in the affirmative; 63.2% of the students said it was not compulsory and; 3.1% of the students did not answer this question.

Table 15

Arabic as a Compulsory Subject in Relation to Ethnicity

Arabic Compulsory Subject	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Yes	30 46.1	4 4.1	2 33.3
No	35 53.9	23 95.9	4 66.6

Further examination of this question reveals that the Asians were the dominant group for whom Arabic was a compulsory subject, with 46.1% answering in the affirmative, compared to 4.1% and 33.3% for Europeans and Africans. This is illustrated in Table 15.

Table 16**Subjects that are Compulsorily Taught in Arabic**

Subjects	Frequency	Percent
Religion	33	33.6
Arabic	30	30.6
History	15	15.4
Unclassified	20	20.4
Total	98	100.0

Table 16 illustrates the subjects which are taught compulsorily in Arabic.

Table 17**Beginning Stage**

Beginning Stage	Frequency	Percent
Elementary	20	20.4
Secondary and high	26	26.5
University	12	12.2
Missing	40	40.8
Total	98	100.0

Question 10 wanted to know in which grade formal Arabic instruction was offered in public and private schools in the countries of the students. The results in table 17 reveal a wide dispersion. Twenty and four tenths of the students started Arabic education in the elementary school; 26.5% started Arabic in high school; 12.2% started Arabic in the university, while 40.8% of the students did not answer this question.

Table 18**Contents that are Constructed on Arabic Language**

Subject	Frequency	Percent
Religion	14	14.3
Grammar and Syntax	27	27.6
Popular	4	4.1
Writing	5	5.1
Translation	1	1.0
Missing	47	48.0
Total	98	100.0

Question 11 refers to the subjects of the Arabic courses which are taught in the countries of the foreign students. Fourteen and three tenths were based on religious references; 27.6% were based on grammatical and syntactic references; 4.1% were based on the idea that the Arabic language is popular; 5.1% were based on writing; 1.0% were based on translation while 48.0% of the students did not answer this question. (Table 18).

Table 19**Number of Studying Hours per Week**

Number of hours	Frequency	Percent
0 - 5	25	25.5
6 - 10	19	19.4
10 - 15	17	17.3
More than 15	37	37.8
Total	98	100.0

Question 12 relates to the number of weekly hours devoted to the study of Arabic in public and private schools in the countries of the students. Table 19 illustrates that the largest group of the students attend more than 15 hours per week.

Table 20

Number of Studying Hours in Relation to Ethnicity

Number of hours	Asians (percent)	European (percent)	African (percent)
0 - 5	0	19	6
	0	51.3	100.0
6 - 10	10	9	0
	18.1	24.3	0
10 - 15	15	2	0
	27.2	5.4	0
More than 15	30	7	0
	54.7	18.9	0

Further examination by ethnic group continues to show the Africans; 100.0% spend at least five hours weekly studying Arabic, while the Europeans and Asians spend less.

(Table 20).

Table 21

Language of Official Examination

Examination language	Frequency	Percent
Arabic	42	42.9
Native language	49	50.0
Missing	7	7.1
Total	98	100.0

Table 22

Language of Official Text Books

Text books	Frequency	Percent
Arabic	33	33.7
Native language	49	50.0
Missing	16	16.3
Total	98	100

Question 13 and 14 wants to know in what language official examinations and textbooks are written in the countries of the students. Table 21-22, indicate that most of the students are from countries where both official examinations and school textbooks are written in a language other than Arabic. Only 42.9% and 33.7% of the students admitted that official examinations and school textbooks were in Arabic. For languages other than Arabic, the corresponding proportions suggest that 50.0% for official examination, and 50.0% are for textbooks. Seven and one-tenth and 16.3% of the students did not answer these questions.

Table 23

Language of Official Examination in Relation to Ethnicity

Examination Language	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Arabic	36 80.0	0	6 100.0
Native Language	9 20.0	40 100.0	0 0

Table 24

Language of Official Text Books in Relation to Ethnicity

Textbooks Language	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Arabic	30 96.8	0	3 50.0
Native Language	1 3.2	45 100.0	3 50.0

Asians were again dominant both in relation to having their examinations and textbooks in Arabic as indicated in tables 23 and 24.

Table 25**Arabic Language Proficiency of the Students' Teachers**

Arabic Proficiency	Frequency	Percent
Excellent	29	29.6
Good	54	55.1
Fair	8	8.2
Poor	7	7.1
Total	98	100.0

Question 15 inquired about the level of proficiency of the students' teachers back in their home countries. The results in table 25 illustrate that twenty nine and six tenths of the students judged their teachers' Arabic proficiency to be excellent; 55.1% thought it was good; 8.2% rated it was fair; and 7.1% believed it was poor.

Research Question 3

What is The Role of Arabic As a Medium of Instruction in Institutions of Higher Education in Their Native Countries?

This research question was derived from questionnaire questions 16-20.

Table 26**Arabic Language Requirements**

Arabic Requirements	Frequency	Percent
Required	35	35.7
Not Required	63	64.3
Total	98	100.0

Question 16 asked to what extent Arabic was required by institutions of higher education in the students' countries. The results in table 26 show that Arabic was required in thirty five and seven tenths of the educational institutions; whereas it was not obligatory in 64.3% of educational institutions.

Table 27

Arabic Language Requirements in Relation to Ethnicity

Arabic Requirement	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Required	30 71.4	0 0	5 83.3
Not Required	12 28.6	50 100.0	1 16.7

As for distribution by ethnic group, Table 27 shows Arabic to be compulsory among 83.3% of the Africans, and 71.4% among the Asian.

Table 28

Arabic as a Medium of Instruction in the Universities

Arabic Used	Frequency	Percent
Yes	80	81.6
No	18	18.4
Total	98	100.0

Question 17 wanted to know if Arabic courses were offered at the university level in the countries of the students. Table 28, shows that 81.6% answered in the affirmative and 18.4% answered in the negative.

Table 29

Significance of Arabic

Significance of Arabic	Frequency	Percent
Highly Significant	35	35.7
Some what significant	43	43.9
Not Significant	20	20.4
Total	98	100.0

Question 18 sought the answer relating to the significance of Arabic in professional courses. Thirty- five and seven tenths of the students rated Arabic as highly significant; while 43.9% saw it as somewhat significant; 20.4% considered it as not being significant (Table 29).

Table 30

Significance of Arabic in Relation to Ethnicity

Significance of Arabic	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Highly Significant	18 37.5	11 25.0	6 100
Some what Significant	30 62.5	13 29.5	0 0.0
Not Significant	0 0.0	20 45.4	0 0.0

All Africans 100.0% rated Arabic as highly significant. (Table 30).

Table 31

Proficiency Test

Proficiency Test	Frequency	Percent
Arabic proficiency Test	74	75.5
Other Tests	24	24.5
Total	98	100.0

Question 19 inquires about what Arabic proficiency tests, if any, the students were required to take for admission to the university. Seventy- five and five tenths of the students took the Arabic proficiency test; 24.5% took some other unspecified tests. (Table 31) .All the foreign students studying in the diverse faculties at the University of Jordan sit for the Arabic proficiency test, but those that are studying only at the Language Center

sit for a placement test to determine their levels proficiency. They are then placed in classes according to their abilities.

Table 32

Scores of Students in Relation to Proficiency

Proficiency Score	Frequency	Percent
0 - 15	6	6.1
16 - 30	6	6.1
31 - 45	2	2.0
46 - 60	5	5.1
61 - 75	24	24.5
Over 75	32	32.7
Missing	23	23.5
Total	98	100.0

Question 20 relates to the scores of the students in these tests. Table 32 show that six and one tenth of the students scored 0-15 points; (6.1%) scored 16-30 points; (2.0%) scored 31-45 points ;(5.1%) scored 46-60 points; (24.5%) scored 61-75; the rest (32.7%) scored over 75 points; the responses of 23.5% of the students did not answer this question. Foreign university students with high Arabic language proficiency are more likely to score higher academic achievement than others with relatively low language proficiency. However, it is obvious that more than half of the students passed the mentioned test and then joined the Arabic program for none speakers.

Table 33**Scores of Students in Relation to Ethnicity**

Proficiency Score	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
0-15	0	4	2
	0	22.2	100.0
16-30	0	6	0
	0	33.3	0
31-45	2	0	0
	3.7	0	0
40-60	5	0	0
	9.0	0	0
61-75	20	4	0
	36.3	22.2	0
Over 75	28	4	0
51.0	22.2	0	

whereas only the Asians scored over 75 points, and the Africans were the ones to score the lowest.(Table 33).

Research Question 4

What, if Any, Special Arabic As a Second Language Training Have The Students Undergone Prior to, or Upon Enrolling in The University?

Table 34**Special Language Training**

Special Language Training	Frequency	Percent
Full-time more than one year	34	34.7
Full -time less than one year	10	10.2
Part-time more than one year	28	28.6
Part-time less than one year	7	7.1
No SLT at all	14	14.3
Missing	5	5.1
Total	98	100.0

This research question was addressed in questionnaire question 21 which asked the students to describe their special language training SLT prior to or upon enrolling in the university. The results in table 34 show that a majority of the students, 34.7% , had full-time more than one year of S□LT; 10.2% of the students had less than one year of full time of SLT; 28.6% had more than one year part-time; 7.1% had less than one year part-time of SLT; 14.3% had no SLT at all; 5.1% of the students did not answer this question.

Table 35

Special Language Training in Relation to Ethnicity

Special Language Training	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Full-time more than one year	26	2	6
	56.5	4.9	100.0
Full-time less than one year	2	8	0
4.3	19.6	0	
Part -time more than one year	18	10	0
	39.1	24.3	0
part-time less than one year	0	7	0
	0	17.0	0
No SLT at all	0	14	0
	0	34.1	0

The Asians, had the greatest proportion of participants, most of them having received at least one year of SLT. On the other hand, most of the African students did not receive any SLT at all. The European students constitute the majority of the latter group, half of them having not received any SLT. This is illustrated in Table 35.

Research Question 5

What is The Current Level of Arabic Proficiency of The Foreign Students, and What is Their Present Academic Achievements?

This research question taken from questionnaire questions 22-30.

Table 36

Classification of the Students

Classification	Frequency	Percent
First year	6	6.1
Second year	24	24.5
Third year	42	42.9
Fourth year	13	13.2
Graduate students	13	13.2
Total	98	100.0

Question 22 dealt with the classifications of the students at the university. The results in table 36 show that a majority of the students (42.9%) were in the third year level; 6.1% were in the first year level; 24.5% were in the second year level; 13.2% were in the fourth year and; 13.2% were graduates.

Table 37

Academic Discipline of the Students

Major	Frequency	Percent
Islamic Studies	43	44
Liberal Arts	25	25.5
Economy	2	2.0
Other	28	28.5
Total	98	100.0

Question 23 tackled the academic discipline of the students. Forty Four percent reported that were majoring in Islamic Studies; 25.5% are majoring in the liberal arts; 2.0% economics; and the rest, 28.5%, classified their disciplines as others. (Table 37).

Table 38

Self Rated Listening Prior to Enrolling at the University

Proficiency Rating	Frequency	Percent
Novice	18	18.4
Good	37	37.7
Intermediate	30	30.6
Superior	13	13.2
Total	98	100.0

Table 39

Self Rated Speaking Prior to Enrolling at the University

Proficiency Rating	Frequency	Percent
Novice	31	31.6
Good	25	25.5
Intermediate	25	25.5
Superior	17	17.3
Total	98	100.0

Table 40

Self Rated Reading Prior to Enrolling at the University

Proficiency Rating	Frequency	Percent
Novice	11	11.2
Good	36	36.7
Intermediate	34	34.7
Superior	17	17.3
Total	98	100.0

Table 41

Self Rated Writing Prior to Enrolling at the University

Proficiency Rating	Frequency	Percent
Novice	16	16.3
Good	29	29.6
Intermediate	32	32.7
Superior	21	21.4
Total	98	100

Table 42

Self Rated Listening After Enrolling at the University

Proficiency Rating	Frequency	Percent
Novice	8	8.2
Good	24	24.5
Intermediate	33	33.7
Superior	33	33.7
Total	98	100.0

Table 43

Self Rated Speaking After Enrolling at the University

Proficiency Rating	Frequency	Percent
Novice	12	12.2
Good	26	26.5
Intermediate	35	35.7
Superior	25	25.5
Total	98	100.0

Table 44

Self Rated Reading After Enrolling at the University

Proficiency Rating	Frequency	Percent
Novice	9	9.2
Good	25	25.5
Intermediate	29	29.6
Superior	35	35.7
Total	98	100.0

Table 45**Self Rated Writing After Enrolling at the University**

Proficiency Rating	Frequency	Percent
Novice	10	10.2
Good	22	22.4
Intermediate	29	29.6
Superior	37	37.8
Total	98	100.0

Question 24 and 25 asked the students to rate their Arabic proficiency in the four language skills (listening, speaking, reading and writing), prior to and since enrolling at the university according to the rating scheme provided with the questionnaire. The results are listed in tables 38-41 and 42-45. It can be seen that the assessments of students in relation to their own proficiency improved dramatically in all the four skills during their studying at the university. Thirteen and two tenths of these students rated their own listening ability as "superior" prior to enrolling to the university. The number increased to 33.7% after they had been enrolled for some time.

Table 46**Self Rated Listening Prior to Enrolling at the University in Relation to Ethnicity**

Proficiency Rating	Asians Percent	Europeans Percent	Africans Percent
Novice	0	12	6
	0	35.2	100
Good	30	7	0
	53.5	20.6	0
Intermediate	15	15	0
	26.7	44.1	0
Superior	11	0	0
	19.7	0	0

Table 47

Self Rated Speaking Prior to Enrolling at the University in Relation to Ethnicity

Proficiency Rating	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Novice	8 14.6	19 51.3	4 66.6
Good	10 18.1	13 35.1	2 33.3
Intermediate	20 36.3	5 13.5	0 0
Superior	17 30.9	0 0	0 0

Table 48

Self Rated Reading Prior to Enrolling at the University in Relation to Ethnicity

Proficiency Rating	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Novice	0 0	5 16.6	6 100.0
Good	30 48.3	6 20.0	0 0
Intermediate	15 24.1	19 63.3	0 0
Superior	17 27.5	0 0	0 0

Table 49

Self Rated Writing Prior to Enrolling at the University in Relation to Ethnicity

Proficiency Rating	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Novice	4 6.7	8 29.7	4 66.6
Good	20 33.3	7 25.9	2 33.3
Intermediate	20 33.3	12 44.4	0 0
Superior	16 26.7	0 0	0 0

Table 50

Self Rated Listening After Enrolling at the University in Relation to Ethnicity

Proficiency Rating	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Novice	0	6	2
	0	10.5	33.3
Good	5	15	4
	14.2	26.3	66.6
Intermediate	10	23	0
	28.6	40.3	0
Superior	20	13	0
	57.1	22.8	0

Table 51

Self Rated Speaking After Enrolling at the University in Relation to Ethnicity

Proficiency Rating	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Novice	4	7	1
	9.0	14.5	16.6
Good	10	13	3
	22.8	27.0	50.0
Intermediate	13	20	2
	29.5	41.7	33.3
Superior	17	8	0
	38.7	16.7	0

Table 52

Self Rated Reading After Enrolling at the University in Relation to Ethnicity

Proficiency Rating	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Novice	0	5	4
	0	8.3	66.6
Good	3	20	2
	9.3	33.3	33.3
Intermediate	9	20	0
	28.1	33.3	0
Superior	20	15	0
	62.5	25.0	0

Table 53

Self Rated Writing After Enrolling at the University in Relation to Ethnicity

Proficiency Rating	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Novice	3	5	2
	8.3	8.9	33.3
Good	10	10	2
	27.8	17.9	33.3
Intermediate	9	18	2
	25.0	32.1	33.3
Superior	14	23	0
	38.9	41.0	0

After enrollment at the university, the Asians and Africans students reported a greater improvement in regard to language skills than the European students. The Africans jumped from not having any "Good" ratings to "Intermediate" rating. The Asians rated themselves at the same levels of proficiency before and after enrollment at the university due to their relatively early experience with religion and formal Arabic education. Moreover, most of them aspire to achieve more fluency in relation to conversing in the Arabic language while studying at the university (Tables 46-53).

Table 54

Number of Courses

Number of courses	Frequency	Percent
0-2	29	29.6
3-5	22	22.4
6-7	14	14.3
Over 7	33	33.7
Total	98	100.0

Question 26 wanted to know how many courses the students were taking at the university. The results (table 54), show that a majority of the students 33.7% had taken

over seven courses; 29.6% had taken two courses; 22.4% had taken three - five courses; while only 14.3% had taken six-seven courses. Students tend to registering more courses in order to finish studying as soon as possible.

Table 55

Cumulative Credits

Cumulative Credits	Frequency	Percent
0- 30	22	22.5
34- 60	30	30.7
61- 90	15	15.3
Over 90	18	18.4
Missing	13	13.1
Total	98	100.0

Question 27 wanted to know how many credits that had completed since enrollment to the university. The results indicated in Table 55, show that the majority of the students, (30.7%) had completed 34-60 credits; 15.3% had completed 61-90; 18.4% had completed over 90; 13.1% of the students did not answer this question; while (22.5%) reported less than 30 credit hours. But, Arabic language proficiency by itself, does not correctly determine how many credits a student successfully completes.

Table 56

Grade Point Average

GPA	Frequency	Percent
A	3	3.1
B,B+	9	9.2
C,C+	35	35.7
D	4	4.1
Missing	47	47.9
Total	98	100.0

Question 28 referred to the student's cumulative grade point average (GPA). The results in Table 56 point out that only 3.1% of the students reported having an "A" GPA, 9.2% had "B" and "B+"; 35.7% had "C" and "C+", 4.1% had "D"; while 47.9% of the students did not answer this question.

Table 57

Grade Point Average in Relation to Ethnicity

Proficiency Rating	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
A	3 16.6	0 0	0 0
B,B+	6 33.3	3 11.1	0 0
C,C+	9 50.0	24 88.8	2 33.3
D	0 0	0 0	4 66.6

Only the students from Asia (16.6 %) reported an "A"; (88.8 %) of the Europeans reported C, C+ and; 66.6 % of the Africans reported "D". Table 57.

Table 58

Ability to Complete Academic Courses in Arabic

Competence Level	Frequency	Percent
Excellent	10	10.2
Good	52	53.0
Average	17	17.3
Fair	8	8.2
Poor	8	8.2
Missing	3	3.1
Total	98	100

Question 29 asked the students to rate their ability to complete academic courses taught in Arabic. Ten and two tenths rated their ability as "excellent"; 53.1% said "good";

17.3% rated it as “average”; 8.2% as “fair”; while 8.2% as poor and 3.1% of the students did not answer this question. (Table 58).

Table 59

Language Skills

Language Skill	Frequency	Percent
Listening	64	65.3
Speaking	0	0.0
Reading	0	0.0
Writing	34	34.7
Total	98	100.0

Question 30 asked the students about particular language skills that they thought had the most effect on their grades. The results in Table 59 indicate that 65.3% identified “listening”; 34.7% said it was “writing”. None of the students thought their “reading” and “speaking” were related to their grades.

Table 60

Language Skills in Relation to Ethnicity

Language skill	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Listening	30 60.0	30 68.1	4 100.0
Speaking	0	0	0
Reading	0	0	0
Writing	20 40.0	14 31.8	0 0

Africans (100.0%) relate their listening skills to grades (table 60).

Table 61**Courses Taken in Arabic**

Courses Taken	Frequency	Percent
Yes	71	72.4
No	22	22.4
Missing	5	5.1
Total	98	100.0

Question 31 asked the students if they had taken courses in Arabic before enrolling at the university. According to the results in Table 61, 72.4% answered in the affirmative; while 22.4% answered in the negative . Five and one tenth percent of the students did not answer this question.

Table 62**Intention for Studying Arabic**

Intention for studying Arabic	Frequency	Percent
For working	28	28.5
For studying purposes	24	24.5
For religious reasons	38	38.8
Other	8	8.2
Total	98	100.0

Question 32 inquired about the objectives behind studying the Arabic language. The results in table 62 show that 28.5% of the students responded for professional reasons; 24.5% for studying purposes; 38.8% for religious reasons; while 8.2% for other purposes.

Table 63**Perceived Impact of Arabic Proficiency**

Perceived Impact	Frequency	Percent
Strongly Unrelated	15	15.3
Unrelated	8	8.2
Undecided	17	17.3
Related	30	30.6
Strongly related	28	28.6
Total	98	100.0

Question 33 wanted to know how much the students thought changes in their grades might be related to their level of proficiency in the Arabic language. The results in Table 63 show that 15.3% of them said it was “strongly unrelated”; 8.2% “unrelated”; 17.3% “undecided”; 30.6% “related”; while 28.6% said “strongly related”.

Research Question 6

What is The Relationship Between Arabic Content-Based Instruction and Academic Achievement of Foreign Students At The University of Jordan?

This research question was addressed in questionnaire questions 34 -39.

Table 64**Perceived Impact of Arabic**

Perceived Importance of Arabic	Frequency	Percent
Critical	9	9.2
Very Important	52	53.1
Important	25	25.5
Some Important	12	12.2
Total	98	100.0

Question 34 rated Arabic language in terms of how foreign students perceive its importance to them. The results in Table 64 show that 9.2% of the students consider the Arabic language as “critical”; 53.1% considered the Arabic language as “very important”;

25.5% considered the Arabic language “important”; while 12.2% consider the Arabic language “some important”. None of the students answered that it is “not important”.

Table 65

Students’ Feeling about the Arabic Language

Personal Feeling for Arabic	Frequency	Percent
I like it very much	78	79.6
It is not very interesting	2	2.0
It is boring	1	1.0
It is difficult	17	17.3
Total	98	100.0

Question 35 asked how the foreign students felt about Arabic? The motivation behind this question is to know whether the attitudes of the students towards learning Arabic are positive or negative. The results in Table 65 show that 79.6% of the students answered: “I like it very much”; 2.0% answered: “It is not very interesting”; 1.0% answered: “It is boring”. None of the students answered: “I hate it”; while the 17.3% answered : “It is difficult”.

Question 36 asked why is it important for an educated person to know Arabic. A sampling of the students’ written comments:

“Because the Arabic history is very important and old”.

“It is an advantage in some field: of employment”.

“It is the hardest language in the world, therefore, it is a great challenge to any educated person to learn and to master this language”.

“To understand the Arabic culture and the Islamic culture”.

“Because it is the second largest spoken language in the world, it is a magnificent language”.

“The status of the Middle East is significant. As a result, its policy and

economy are very important”.

Table 66

Willingness to Speak Arabic at Home

Arabic at Home	Frequency	Percent
Never or hardly ever	39	39.8
Part of the time	49	48.0
All or almost all of the time	10	10.2
Total	98	100.0

Table 67

Willingness to Speak Arabic with Friends

Social Arabic	Frequency	Percent
Never or hardly ever	16	16.3
Part of the time	68	68.4
All or almost all of the time	14	14.3
Total	98	100.0

Question 37 and 38 refer to the issue of the students' motivation to use Arabic outside the classroom or campus. The students were asked "to what extent is Arabic routinely spoken at their home, with friends at the university or social gathering." The results in tables 66-67 show that 48% of the students spoke Arabic "part of the time" with the family; 68.4% did so with friends at the university and social gathering; 39.8% "never or hardly ever" used Arabic with family members at home; 14.3% used it with their friends; 10.2% "almost all the time" speak Arabic at home with family; 16.3% "never or hardly ever" used Arabic with friends. A possible explanation could be that far more Asian families know Arabic language than European families do, therefore, Asian students use Arabic more frequently than others.

Table 68

Willingness to Speak Arabic at Home in Relation to Ethnicity

Arabic at Home skill	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Never or hardly ever	13 20.7	20 68.9	6 100.0
Part of the time	40 63.4	9 31.0	0 0
Almost all of the time	10 15.9	0 0	0 0

Table 69

Willingness to Speak Arabic with Friends in Relation to Ethnicity

Arabic with friends	<u>Asians</u> Percent	<u>Europeans</u> Percent	<u>Africans</u> Percent
Never or hardly ever	6 9.6	10 33.3	0 0
Part of the time	42 67.8	20 66.6	6 100.0
Almost all of the time	14 22.6	0 0	0 0

A further analysis shows that the Asians students mostly spoke Arabic with friends at the university. A possible explanation would be that most of them study together at the same faculty (table 68 and 69).

Table 70

The Friends' Feelings towards Arabic

Friends Feeling	Frequency	Percent
Very Keen to Use Arabic	53	54.1
Very Reluctant to Use Arabic	17	17.3
Indifferent, or don't know	28	28.6
Total	98	100.0

Question 39, the final question in this section asked the students how their friends felt about Arabic language. From the results in Table 70 indicate that 54.1% were very keen to use Arabic; 17.3% were reluctant to use Arabic; 28.6% Indifferent, or don't know.

Research Question 7

What is The Relationship Between Arabic As a Second Language Proficiency And Academic Achievement?

Table 71

Desire to Become More Proficient in Arabic

Like To Become More Proficient	Frequency	Percent
Yes	87	88.8
No	4	4.1
Missing	7	7.1
Total	98	100.0

Question 40 inquired about the students' desire to become more proficient in Arabic. Eighty-eight and eight tenths of the student wanted to become more proficient in the Arabic language; only 4.1% were not interested in improvement and 7.1% of the students did not answer this question. The results indicated in Table 71 show that the students seem to have a prior prescription for achieving improvement in language proficiency when asked how they proposed to achieve this goal.

Question 41 How would you go about achieving your goal in relation to developing your proficiency in Arabic language? A sampling of their written answers were the following:

"Spend more time in Arabic countries for more practice".

"By working very hard and practicing extremely hard".

"Listen to the broadcast, watch TV and make friends with Arabic nation speakers".

Obviously, the foreign students in our sample had focused on the most useful methods in acquiring a second language since each attitude would help in learning Arabic.

Summary of Data Analysis

Chapter IV has presented the results of the data analysis used to measure language proficiency and academic achievement of each participating student through his/her scores on language proficiency tests and their own self assessments in the language skills of listening, speaking, reading, and writing. Academic achievement, on the other hand, comprised the students' cumulative GPA and cumulative credits. The frequency table is called cross-classification table because the categories of the two variable are "crossed" with each other. A cross-classification table shows a cell for every combination of categories of the two or more variables. Inside the cell is a number showing how many people gave that combination of responses. Moreover, Chi-square statistic was used to assess the significance of variable associations and the one-way ANOVA presented the basis for the inferences relating to the study and the null hypotheses.

This study was interested in examining the associations among such characteristics of the students as ethnic groups, gender, special Arabic training and socio-economic background. The full results of the chi-square tests for individual variables are as follows:

A chi-square analysis compared the scores on language proficiency tests among students from different ethnic groups as shown in table (33). The results revealed a

statistically significant difference among those who responded. A chi-square analysis compared self-assessed proficiency among students from different socio-economic backgrounds as shown in tables (59)-(60). The results revealed a statistically significant difference in listening and writing but not reading and speaking. In comparing the students' scores on language proficiency test, the results as shown in tables (32)-(33) revealed a statistically significant difference among students from different socio-economic backgrounds. The Asians scored over 75 points, and the African were the ones to score the lowest.

A chi-square analysis compared the scores on language proficiency tests among students who received special Arabic as a second language training as shown in tables (34)-(35). The results revealed a statistically significant difference. The Asians, had the greatest proportion of participants, most of them having received at least one year of SLT.

A chi-square analysis compared the scores on language proficiency tests among students who spoke Arabic with friends in social settings, or at home with family members, as shown in tables (66)-(67). The results revealed a statistically significant difference among those who responded. A further analysis shows in tables (68)-(69) that the Asian students mostly spoke Arabic with friends and with families. A possible explanation would be that most of the students study together at the same faculty. Most of the students that responded to the study are single and in their twenties. Asian students scored higher than others because a large number of them were exposed to Arabic training prior to their coming to Jordan. All of these students are desirous of studying

Arabic based on their responses regarding how they feel about studying Arabic as a second language.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The primary concern of the study was to examine the factors that influence the Arabic language proficiency and academic achievement of foreign university students at the University of Jordan. The study looked specifically at how factors such as ethnic groups, gender, socio-economic status, special Arabic training, maturity, and willingness to use Arabic outside prescribed situations, were related to the students' language proficiency. This chapter reviews the results of the analysis of data collected.

Statistical procedures, such as frequency tables, were developed to provide a distinct, pictorial rendering of the data for interpretation. Inferential statistical procedures such as Chi-square, and one-way analysis of variance were used on selected data, for comparative analysis, and for purposes for analyzing variable associations. The findings from the study support the notion that proficiency in Arabic is a necessary goal if foreign students are to participate effectively in the curriculum in the institutions in which they are studying.

Methods

The study employed a combination of qualitative, descriptive, and inferential quantitative analysis wherever appropriate. The study addressed several variables related to the students' age, gender, nationality, socio-economic background, amount and type of special Arabic training, maturity, willingness to use Arabic outside, prescribed situations and information pertaining their Arabic language proficiency and academic achievement. The main analysis made use of a comparison of students from different nationalities, and sought to examine the influence of proficiency on their academic achievement.

Findings

A total of 120 foreign students in different programs of study at the University of Jordan were asked to participate in this study. Ninety eight students answered and returned the questionnaire.

Research Questions

Seven research questions were presented in this study. Responses to the questions on the questionnaire were divided into groups corresponding to the research questions.

Research Question 1. What Are The Characteristics of Foreign Students At The University of Jordan?

Data from the questionnaire offered various geographical and biographical student attributes, and certain attitudes towards the importance of Arabic. For instance, tendency for learning Arabic as a second language was the highest among Asian students, especially the Malaysians; one reason for that is that Arabic and Malay share some similar alphabet. The Malaysians were followed by the Chinese whose medium of communication is English. These students master English both in terms of reading and writing according to various degrees. The majority of students who participated in the questionnaire, were in their twenties and females. The nationality of students was either Asian, American, European or African.

Research Question 2. To What Extent is Arabic Used in Public And Private Education in The Students' Native Countries?

The data indicated that the students who participated in answering the questionnaire came from diverse linguistic backgrounds. The sample was made up of 65 students from Asia, 23 students from Europe, six students from Africa, and four students

from America. The Europeans tended to describe themselves as “bilingual, meaning that they view themselves capable of communicating in both Arabic and their native languages. The Asian and other students from Africa showed a greater tendency to classify themselves as “monolingual” speakers of their native languages prior to arriving to Jordan.

Research Question 3. What is The Role of Arabic As a Medium of Instruction At Institutions of Higher Education in The Students' Native Countries?

Arabic is a compulsory medium of instruction at schools in Asian countries. The Arabic language is not required in European and African countries, even at the university level.

Research Question 4. What, if Any, Special Arabic As a Second Language Training Have The Students Undergone Prior To or Upon Enrolling At The University?

The students from Africa have not received any special language training (SLT). The Asians as a group received the most remedial help because they studied Arabic as a second language for at least one year before being admitted to regular academic programs at the university.

Research Question 5. What is The Current Level of Arabic Proficiency of The Foreign Students, And What is Their Present Academic Achievement?

The questionnaire provided two measures each of Arabic proficiency and academic achievement. Arabic was measured by the self-assessment of the proficiency of students in skills of listening, speaking, reading and writing. Arabic proficiency was measured by the scores of students on language proficiency tests. Academic achievement was regarded both as the students' cumulative GPA, and their cumulative credits. It can

be observed that the students' assessment of their own proficiency improved dramatically in all the four skills because the majority of them 33.7% had taken seven courses, and 30.7% had completed 34-60 credits.

Research Question 6. What is The Relationship Between Arabic Content Based Instruction, And Academic Achievement of Foreign Students at The University of Jordan?

The study focused on how such factors as ethnic groups, gender, socio-economic status, special Arabic training, maturity, and willingness to use Arabic outside prescribed situations, were related to the students' language proficiency. The results of comparing students from Asia, Europe and Africa in relation to their self-assessed proficiency in each skill area (listening, speaking, reading, writing), and their performance on standardized language tests. There was no statistically significant difference in the students' assessment of their performance in any skill area; meaning that the students' language proficiency as gleaned from standardized test results, highly depend on their ethnic group. The Asians in the sample come in large numbers from Malaysia, China and Turkey where Arabic is taught early as a second language. This is supported by the answers to question 10, where it was seen that almost all the Asians had began Arabic formal education as early as their elementary schooling, far earlier than the majority of Europeans and Africans.

This study encourages teaching Arabic to non-speakers to take place in the original environment and within normal conditions because this greatly assists foreign students to learn new spoken or written content knowledge in Arabic. The researcher in this regard supports the findings of Munby(1983) in this issue. The researcher is of the

opinion that the larger the learning foreign students' groups are, the more interaction in class is. As a result, students are encouraged to communicate and share sights and mutually build up knowledge by, for example, raising questions, helping each other, and communicating with one another. Therefore, the findings of this study support those of Crandall (1992) in regard to cooperative learning. The researcher believes that specified Arabic as a second language programs ought to be prepared because Arabic in such programs play a bigger role in achieving greater objectives. The study, in this respect, supports Tu'imeh's (1989) recommendation to form a model program for teaching Arabic as a second language. The researcher is of Clair's (1994) opinion that content based texts are to be integrated in an intensive proficiency-based language training program because this offers a necessary amount of regional information in the target language.

The researcher believes that it is very important for the students to be introduced to a variety of texts in regard to the topic so as to provide them with rich vocabularies relating to different subjects. In this regard, these texts should encourage students to ask questions, answer questions, discuss, conduct a dialogue, give a summary, use the new and useful words in the new context in order for each student to achieve a greater understanding of the new acquired vocabulary. To make all this possible, the researcher thinks that the texts should not be long or loaded with a lot of new terminology.

The results of comparing males and females with regard to their self-assessed proficiency in each skill are indicated that females scored higher than males. Results also show the relationship of students from various income groups with regard to their

self assessed and standardized measures of proficiency. In this respect, there was no statistically significant association between income and language proficiency measured from performance on standardized tests. Furthermore, there was a statistically significant relation between proficiency and special Arabic training only in writing skills, but not in reading, speaking and listening. The results of comparing language proficiency with regard to the students' level of maturity indicate a strong association between maturity and proficiency for standardized measures. The results of comparing language proficiency among LAP students who speak Arabic at home and at the university demonstrate that the association between language proficiency and "willingness to speak Arabic" is highly significant for all language skills on the self assist measures.

Research Question 7. What is The Relationship Between Arabic As a Second Language Proficiency And Academic Achievement?

This was the research question that inspired the statement of hypotheses. The three hypotheses considered in this study were:

Research Hypothesis:

-Foreign university students who have a high Arabic language proficiency, gain greater academic achievement than those who do not have.

-Students with prior knowledge of Arabic tend to score higher grades than their counterparts with no previous knowledge of the language due to their linguistic background.

-Teachers of Arabic as a second language expect Asian students to perform academically better than their European counterparts.

This study finds that foreign university students with a prior knowledge of Arabic gained greater academic achievements than their counterparts. This study provides evidence that students with previous knowledge of Arabic scored higher grades than others due to the value of practice in language learning/acquisition. This study proves that

Asian students performed academically better than their European counterparts since Arabic and their original languages share the same alphabet.

Null Hypothesis:

-There is no statistically significant relationship between academic achievement and the Arabic language proficiency of LAP students.

Another way of stating the null hypothesis is that all groups of foreign university students in the population, have the same mean academic achievement regardless of their language proficiency. Therefore, LAP students with excellent “reading” and “speaking” skills, are no more likely to complete a higher number of academic credits than those with limited language ability. However, this study concluded that foreign university students with high Arabic language proficiency, are more likely to attain greater academic achievements than their counterparts with low language proficiency. As a result, the null hypothesis was rejected.

Conclusion

The current study carried out an examination of the influence of various factors on the Arabic language proficiency and academic achievement of foreign students at the University of Jordan. Limited-Arabic-Proficiency (LAP) students are not in need of a language policy to ensure their shift to the Arabic language. LAP students tend to acquire Arabic in order to improve their socio-economic and geographic status. In general, female students perform better than males in language tests and self-assessed reading and writing proficiency rating. The findings indicate that those who speak Arabic away from prescribed situations, have an advantage in terms of improvements in overall language proficiency, and those who had prior exposure to

Arabic performed academically better than their counterparts who were introduced to the language for the first time. Therefore, these findings oppose the notion that all LAP students attain relatively close academic development regardless of their language proficiency. Finally, such a study requires other diverse tests to be employed in order to reach an objective assessment of LAP students' readiness to interact in Arabic both in prescribed situations and others which are not.

There are a number of methods to ensure effective language learning by foreign students such as their attitudes and motivation, their social environment, their age and previous education and their motivation to use Arabic away from prescribed situations. In regard to social settings, language allows learners to come into contact with people who speak Arabic well enough to help in its learning. It works as an input only when it is serving a communicative function. The classroom can be the ideal environment for language learning since it brings learners and native speakers together for long periods of time. In order to encourage foreign students to utilize their Arabic, a socially adequate atmosphere within the classroom setting is to be created. Another factor which requires special attention is the proportion of LAP students in the classroom. Besides the number of specialized teachers, a balance between language learners and classmates who know the second language well enough to assist them in their learning. Proved to be an ideal situation in a classroom.

The results show a significant relationship between maturity and proficiency for standardized measures and for self assessed measures in listening and speaking. Foreign university students may quickly gain communicative competence upon entering Jordan. The results show the association between proficiency and willingness to speak

Arabic to be highly important for all language skills on the self assessed measures. This study attempted to examine the influence of university circumstances on the proficiency of foreign university students at the University of Jordan. A direct indication from this study concerns the age of the students and their motivation to use Arabic away from prescribed situations. This study tried to determine how proficiency might influence the academic achievement of foreign students. This study has achieved general indications pertaining the significance of variable associations. This study made use of samples on which no restrictions or preconditions were imposed, for instance, it did not limit the sampling to students of any particular ethnic group. It is worth pointing out that the researcher distributed the questionnaire on which this study is based to the available foreign students at the university of Jordan who were willing to participate in the survey.

Some Problems Faced by Instructors while Teaching Arabic as a Second Language:

- **The Instructor:** The instructor should be viewed as one of the central variables in the teaching process. It would be useful for an instructor to be aware of the culture of his/her students in order to somewhat bridge any gap that may occur due to the different cultural backgrounds. An instructor ought to be of a certain educational level in order to meet the demands of students. He/she should have an attitude that would make it easier for students to interact in the classroom. The instructor should be aware of the teaching method that might work best for helping students with diverse backgrounds. The instructor ought to choose suitable subjects that could be comprehended by all foreign students in the classroom regardless to their different proficiency levels. The instructor can make use of a specialist's opinion in teaching

Arabic to non-speakers. In this case, instructors can present previews of the topics they are desirous of teaching. Furthermore, the instructor can carry out a survey to know students' comments and reflections in order for him/her to select the most suitable subjects for them. Finally, the instructor can detect situations in which students need to utilize Arabic.

- **Students:** Students who are studying a second language beside their native language achieve faster progress in studying a foreign language than those whose experience is restricted to their mother tongue because the basic outline of the syntax of languages is mainly the same in terms of the arrangements of questions, statements and fragments.
- **Environment of Teaching:** There are a number of variables that would positively or negatively affect learning Arabic as a second language. Among these factors are the popular form of Arabic in society, mass media and the extent of the society's attention to the learners of Arabic as a second language.
- **General Social Behavior:** The relationship between the instructor and the students is extremely important in the process of teaching a foreign language. To elaborate, the instructor must acquire a character that invites students to study a foreign language. The process of teaching Arabic should be presented in a most interesting manner by the instructor. However, students should be eager and interested enough to learn a foreign language. Now if the two parties adopted these mannerisms, then the teaching-learning process would be a successful one. It is not so much the ethnic background of the student or formal language training at a young age but it is how early and how long the students learned Arabic which determines his/her language proficiency.

Recommendations for Further Research.

The present study explored the influence of diverse home and school conditions on the proficiency of foreign students studying at the University of Jordan. It has also attempted to determine how proficiency might influence the academic achievement of students. The primary tool has been a questionnaire submitted to 120 of these students. The results of this study have answered the questions that were posed for this research, but through answering these questions, other areas requiring research were determined. Some suggestions for continuing research in this area include:

- Evaluating the current program in terms of objectives, teaching materials, means of teaching and the qualifications of instructors. A comprehensive program is to be prepared for non-speakers of Arabic in order to meet the different demands of students taking into consideration their professional, educational and social needs. Teaching materials must be appealing to students in relation to their different age groups, specialization and cultural background. The means of teaching ought to help in developing the four language skills of each student through relevant audio and video programs.
- The instructor should be adequately qualified to teach Arabic to non-speakers. To elaborate, any educated person is expected to relatively speak the language correctly; but this does not mean that he/she is able to teach it to foreign students.
- Exploring the problems and difficulties of the current program in order to come up with a more suitable program that is to serve the objectives of the learning students through a more contemporary approach.
- Developing projects for teaching Arabic as a second language so as to overcome existing problems.

- Inserting specified tests that are to evaluate the language skills of the foreign student in order to determine the appropriate level that the student should be admitted to. In this regard, when measured strictly from standardized testing, the association between ethnicity and language proficiency turned out to be highly significant.
- Making use of modern linguistic sciences and relevant theories in teaching second languages especially those that suit Arabic as a foreign language so as to adopt the most appropriate that is to be of the greatest benefit of foreign students.
- Conducting a more thorough investigation of the types and scope of SLT could be helpful because the results with regard to special language training (SLT) were disappointing since the students from Africa had not received any special language training and the students' performance had not reflected a particularly decisive advantage attributable to SLT.
- Preparing specific professional and technical ASL programs since Arabic in such programs is used as a medium of instruction for achieving greater objectives through adequately chosen content based information.

To sum up, teaching Arabic to non speakers depends immensely on the student and instructor. The student should initially have a true desire to learn Arabic as a foreign language in its oral and written forms, and he/she must be keen on practicing the language with either his/her peer or native speakers. The instructor, on the other hand, must be qualified to speak Arabic to specifically foreigners and he/she must be able to live up to the challenges that such a group of students would most probably pose. This study provides those factors permitting the University of Jordan and other educational institutions to identify the variables that determine the success of the student.

Appendix A
Letter to Student

Dear Student,

This survey is made to improve the quality and method of Arabic teaching to foreign students at the University of Jordan. Your appreciated participation through answering the enclosed questionnaire will add great value to my research which concerns the relationship between Arabic language proficiency and academic achievement .

In addition to the above, this survey is part of a doctoral dissertation study which has to be submitted as a requirement for the doctoral degree in the Department of Education at Wayne State University. I hope to complete this degree by December of 2000.

Moreover, you will realize that the questionnaire does not ask for any identification . You can be assured your identity will not be revealed at any time. However, I do welcome any comments you may wish to include.

Furthermore, I would like to emphasize the importance of your participation in answering this questionnaire because you will be providing a vital insight in the field of teaching Arabic to foreign students at the University of Jordan.

Sincerely yours,

Hadia Khazna Katbi

Appendix B
Questionnaire

Questionnaire

1. Age: _____
2. Sex: Male _____ Female _____
3. Nationality: _____
4. Marital Status: Single _____ Married _____ Divorced _____
5. What is the gross annual income of your family?
 0-\$5,000 _____ \$5,000 - 10,000 _____
 \$10,000 - 15,000 _____ \$15,000 - 20,000 _____
 Over \$20,000 _____ Other _____
6. What is the status of your occupation, please check where applicable:
 1. _____ Unemployed
 2. _____ Unskilled manual
 3. _____ Skilled/semi-skilled manual
 4. _____ Clerical/non-manual
 5. _____ Professional / managerial
 6. _____ Other
 (Please Specify: _____)
7. How would you classify your language skills prior to coming to Jordan?

_____ A monolingual speaker of a language other than Arabic .

 Please specify which language: _____

_____ Predominantly spoke that language other than Arabic

_____ Bilingual.

_____ Predominantly spoke Arabic

_____ Monolingual speaker of Arabic .

Comments :

Questions 8-15 refer to the use of Arabic (if applicable) in public and private education in your country .

8. Arabic used as:
- a) _____ the medium of instruction.
 - b) _____ the mandatory foreign language.
 - c) _____ an optional foreign language.
 - d) _____ not applicable /not taught at all.

Comments:

9. Is Arabic a compulsory subject ?

_____ Yes _____ No

If yes, How many compulsory subjects are taught in Arabic ? .

Comments:

10. If applicable, the teaching of Arabic begins in what grade ?

Comments:

11. What are the contents on which the construction of Arabic language in your Country is based?

Comments:

Questions 16-18 relate to Arabic as a language of study in institutions of higher education learning in your native country.

16. To what extent is Arabic required by institutions of higher education in your country?

_____ Required _____ Not Required

Comments:

17. Are Arabic courses given at the university level ?

_____ Yes _____ No

Comments:

18. How significant is Arabic in professional courses?

_____ Highly Significant
 _____ Somewhat Significant
 _____ Not Significant

Comments:

19. Which Arabic proficiency test did you take for admission to the university?

_____ Arabic Proficiency Test _____ Other Tests
 (Please specify : _____)

Comments:

24. Please rate your proficiency in the following aspects of Arabic at the time you entered Jordan. Check one for each area:

1= Novice 2= Good 3= Intermediate
4= Superior

Listening : 1 _____ 2 _____ 3 _____ 4 _____

Speaking : 1 _____ 2 _____ 3 _____ 4 _____

Reading : 1 _____ 2 _____ 3 _____ 4 _____

Writing : 1 _____ 2 _____ 3 _____ 4 _____

Comments:

25. Please rate your proficiency in the same aspects of Arabic Language now. Check one for each area:

1= Novice 2= Good 3= Intermediate
4= Superior

Listening : 1 _____ 2 _____ 3 _____ 4 _____

Speaking : 1 _____ 2 _____ 3 _____ 4 _____

Reading : 1 _____ 2 _____ 3 _____ 4 _____

Writing : 1 _____ 2 _____ 3 _____ 4 _____

Comments:

26. How many courses are you taking now at the university?

_____ 0-2 _____ 3-5 _____ 6-7 _____ Over 7

Comments:

27. How many credits have you completed since enrolling in the university?

Check only one:

_____ 0-30 _____ 34 -60 _____ 61 -90 _____ Over 90

Comments:

28. What is your cumulative grade point average? (Example: A=4.0)

29. Please rate your ability to complete academic courses taught in Arabic . Check only one:

1 _____ Excellent 2 _____ Good 3 _____ Average

4 _____ Fair 5 _____ Poor

Comments:

34. Rate the Arabic Language in terms of how you perceive its importance to you?

- 1 _____ Critical 2 _____ Very important
 3 _____ Important 4 _____ Some important
 5 _____ Not important

Comments:

35. How do you feel about the Arabic language ?

- 1 _____ I like it very much 2 _____ It is not very interesting
 3 _____ It is boring 4 _____ I hate it.
 5 _____ It is difficult

Comments:

36. Why is it important for an educated person to know Arabic ?

Comment:

37. To what extent is Arabic routinely spoken in your home by you and members of your family?

- 1 _____ Never or hardly ever 2 _____ Part of the time
 3 _____ All or almost all of the time

38. To what extent do you and your friends speak Arabic in social gatherings, or at university in non-prescribed situations ?

1 _____ Never or hardly ever 2 _____ Part of the time
3 _____ All or almost all of the time

39. How do your friends or peers feel about Arabic ?

1 _____ Very keen to use Arabic
2 _____ Very reluctant to use Arabic
3 _____ Indifferent, or don't know

40. Would you like to be more proficient in Arabic ?

_____ Yes _____ No

Comments:

41. How would you go about achieving your goal ?

Comments:

THANK YOU

Rating Scheme

LISTENING	SPEAKING	RESADING	WRITING	CODE
Cannot understand teacher even when most basic vocabulary is used. Functional skills are concomitantly limited to listing, counting and naming.	Can produce only formulaic utterances, lists and enumeration. Communicative skills are limited to vocabulary that may be learned in groups.	Reading ability poor to very poor. Constant assistance required.	Writing ability poor to very poor.	1
Capable of understanding instructions or communications involving simple Arabic, provided sufficient care is taken with speech delivery.	Speaks Arabic good. Can generally make simple communications intelligibly.	Reading ability average. Assistance given now and then.	Writing calls for some supervision. Writing ability average.	2
Listening comprehension generally limited to single words.	Still hesitant in forming sentences, questions, etc... Vocabulary limited repetition frequently required.	Reading ability average to poor. Help given with words and phrases.	Writing ability average to poor. Only small amounts of work set. Help given frequently.	3
Listening comprehension generally excellent.	Can discuss extensively by supporting opinions, abstracting and hypothesizing.	Reading ability excellent. Reads university books easily.	Writing ability excellent. Takes notes and writes composition independently.	4

Note:

1 = Novice 2 = Good 3 = Intermediate 4 = Superior

Appendix C

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ABSTRACT**ARABIC LANGUAGE PROFICIENCY AND THE ACADEMIC ACHIEVEMENT
OF FOREIGN UNIVERSITY STUDENTS AT THE
UNIVERSITY OF JORDAN****by****HADIA KHAZNA KATBI****DECEMBER 2000****Advisor: Professor Leonard Kaplan****Major: Curriculum and Instruction****Degree: Doctor of Education**

This study examined how the academic achievement of foreign university students at the University of Jordan was related to their Arabic proficiency. The aim of this study is to shed light on and to provide an understanding of the factors that link the Arabic language proficiency of foreign students with their academic achievement. To elaborate, one of the significant factors that this study found in order to promote better academic achievement in a foreign language is the self-drive of Limited Arabic Proficiency students themselves.

This study employs a descriptive, qualitative and quantitative approach. This method permits greater flexibility and, therefore, greater understanding of the topic in examination. The primary tool employed in this study is a questionnaire of 41 questions distributed to 120 foreign students at the University of Jordan. The answers of foreign students offered in the survey form the fundamental basis on which this research is constructed.

This research is based on four hypotheses: 1) Foreign university students who have a high Arabic language proficiency, gain greater academic achievement than those who do not have. 2) Students with prior knowledge of Arabic tend to score higher grades than their counterparts with no previous knowledge of the language due to their linguistic background. 3) Teachers of Arabic as a second language expect Asian students to perform academically better than their European counterparts. 4) There is no statistically significant relationship between academic achievement and the Arabic language proficiency of students of limited Arabic proficiency. The first three hypotheses were accepted, whereas the fourth was rejected.

The study demonstrated that ethnicity and gender is statistically related to the students' language proficiency. Motivation for using the language is also statistically related to the students' language proficiency. Foreign university students with a high language proficiency are also among the highest academic achievers. This study found that foreign university students with a prior knowledge of Arabic gained greater academic achievement than their counterparts. It also found a relationship between maturity and proficiency for standardized measures and for self assessed measures in listening and speaking. This study suggests that Asian students performed academically better than others. This study provides those factors permitting the University of Jordan and other educational institutions to identify the variable that determine the success of the student.

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