Motivation and attitudes towards learning English as a foreign language: a study of the Middle East Arab University students at Leeds University in UK

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I. INTRODUCTION

The aim of this investigation is to use one method (quantitative) to investigate the motivation and attitude of Arab students (Jordan, Egypt, Saudi and United Arab Emirate) pertaining to the study of English as a foreign language, the British people and the UK and the students' future expectations about English. For example, Dornyei (2001) told that motivation remains the most important elusive concepts in the field of the social sciences. Karahan (2007) explain that the positive language attitudes let student have positive orientation toward English language. The official language in these countries is Arabic. Despite English is used extensively in Middle East Arab countries. However, despite English is considered as a foreign language, English occupies a unique place in the Arab countries and the rest of the world, for instance, at the business level, higher education's, international communications, etc. It is also all of the countries have mentioned above were under the British occupation for many years. That is why; participants are influenced by the use of English language.

In other words, English language taught alongside of the Arabic language at the early age, especially in Jordan, Saudis, UAE and lesser in Egypt. Thus, English can be described to be "a bread – and –butter subject", as Askes (1988; 18) mentioned. At different levels of society and indifferent professions, one cannot get a good job or better pay without a good command of English, especially in private sectors. Therefore, it would be expected that the interest or motivation to proficiently acquire skills of using English, a language that plays such an important role in these countries which already mentioned above. There are many factors which might cause the Arab University students, low proficiency in English. One might be attributed to University students, motivation towards the English language. This is because learners' motivation has been extensively accepted as a key factor which influences the rate and the success of foreign/ second language learning (McDonough, 1983; Ellis, 1994). McDonough (1983; p.142) confirmed that "motivation of the students is one of the most important factors influencing their success or failure in learning the language". Another factor is learners' attitudes. This is because an ESL/ EFL learner's motivation in language learning is affected by her/his attitudes towards learning the language. The relation between motivation and attitude has been considered a prime concern in language learning research. Gardner and Lambert (1972, P.3) "mentioned that his [the learner] motivation to learn is thought to be determined by his attitudes towards the other groups in particular

by his orientation towards the learning task itself". In addition, Lifrieri (2005, P.14) assured that "attitudes are necessary insufficient indirect condition for linguistic attainment. Only when paired up with motivation proper due attitudinal tendencies relate to the levels of the students engagement in language learning, and to attainment". All in all, a better understanding of student's motivation and attitudes may help ESL/EFL curriculum and instruction designers to device language teaching programs which generate the attitudes and motivation most conductive to the production of more successful EFL learners viewed by (Gardner & Lambert, 1972; Midraj, 2003). Further, given the importance of identifying learners' motivation and attitudes towards learning the English language, this research paper a study which had been conducted to investigate and describe Arab University students' motivation and attitude towards the English language in general.

1.2 Background of the Study

The fact is that English being taught throughout the Arab countries as a foreign language in Schools and Universities Arab speaking students represented a variety of socio-cultural and linguistic backgrounds. In other words, their educational expectations and attitudes reflect these numerous differences (Yorkey, 1977). These countries which already have mentioned above were occupied by Great Britain. That is why, these countries more or less affected by the use of English language. English language has a unique position in the following countries which already have mentioned above. Arab speaking students are sent to the UK by their government, employers, or families to pursue a degree. These students are expected to go back to their home countries upon completion of their studies to use the skills they have acquired for the well-being of their countries. There are other reasons, however, that influence Arab speaking students to arrive to study in the UK may be some dictated by political instability in their countries, for instance, Jordan, United Arab Emirates and others to increase their English educational level to get better job.   Thus, these reasons involved finding an opportunity to get away from the discrimination to which they are subjected by their government, to get away from family, social pressure and getting job and better knowledge viewed by (Rao, 1979). Moreover, Gardner, (2006, p.243) said that "if one is motivated he/she has reasons (motives) for engaging in the relevant activities, expends effort, persists in the activities, attends to the task, shows desire to achieve the goal, enjoys the activities", etc. This has similarly happened to the Arab students at Leeds University, they persist to learn English to get better

job. However, some of the Arab students lack motivation to learn English as a foreign language thus having an unfavorable attitude toward English. Others are not motivated because learning English is not an objective itself for coming to the UK. Spoplsky, (1969) claimed that foreign students will not explicitly admit to their "original motives" but will tend to insist on" instrumental motives". The fact is that there is an important distinction in the study of motivation and attitudes between instrumental and integrative motives. Instrumental motivation is the desire to learn a second language for some useful aims, for instance job, travel, etc. Integrative motivation is the desire to learn a second language in order to communicate with its speakers. Arab University students' motivations and attitude are reflected in their subjective evaluations of English in terms of its advantages and disadvantages in their success (El-Dash & Tucker, 1975; Tucker & Sarofim, 1979;, Sadiqi, 1991). Further adds, Ehrman, Leaver, and Oxford (2003) claimed that intrinsically motivated learners find reward in the enjoyment of learning activities itself and achieve feeling of competence in doing a task, which Bandura (1997) described it as a self-efficacy. Sadiqi (1991) pointed out that Arab University students shows the overall attitudes of Arab students as a "sizable portion" of the Arab Society. Another important factor that has a positive impact in EFL learning deals with the Arab attitudes about their own language and other languages. It is not surprising to find number of the Arab-speaking students increasing in UK, Western countries and USA Universities, joining an increasingly international movement of EFL learning to play "Wider roles" (Swales, 1988, p. viii) as English language speakers. In other words, foreign language is viewed as a linguistic help that can bring progress and reform to the Arab countries as these students deliver the essence of Science, technology and development. But, regardless of how or why Arab students come to the UK, questions about their motivation toward learning English, their attitudes toward learning English and its speakers in the UK merits continued investigation. This study attempted to prove the following aspects: (a) identity of Middle Eastern Arab students' motivation toward learning English; (b) learn about the Arab students' attitudes for learning English, the English language target community; (c) describes these motivational and attitudinal factors which guide their ('Arab' EFL University students) persistence in studying in the UK.

1.3 Statement of the problem

It is equal and important to EFL instruction; Arab University students have not been given the enough time and opportunity to get their own needs, attitudes and motivations in their EFL preparation.

In addition, teacher identification of students' needs and motivations in second language instruction and curriculum planning is significant, student input pertaining to their self-assessed (Fayer & Krasinski, 1948). Midraj et al, (2008) thought that it can assist material writers create and teachers choose activities and task that "tap students' motivation and attitudes". For instance, Pendergrass et al. (2001) indicated out that English is an important and essential in the tool in the engineering education and, therefore "Integrating English into engineering, science and math courses is an effective way to

improve the performance of engineering students in oral and written communication" (p. 1).

In addition, Al-Tamimi & Munir, (2008) verified the low competent in the English language among engineering students at "Hadhdramout University" In Yemen, due to their poor performance in English. Therefore, advised these graduate students to improve their English skills to increase their opportunities in obtaining the job. Similarly has happened to the Arab students at Leeds University, in fact that they did their best to improve their English skills to increase their knowledge and opportunities in getting decent job, when they go back to their countries.

1.4 Purpose of the study

The goal of the study is designed to examine the orientation of Arab University students for learning English as a foreign language. This investigation: (identified an Arab students' motivation for learning English; (b) assessed their students toward learning English; (c) examined their attitudes toward the English language and the target community, and (d) described motivational and attitudinal factors that guide their persistence in studying English.

1.5 The objectives for this study are:
1. Investigate the cross- cultural motivational and attitudinal factors for Middle East Arab students EFL English – speaking learners.
2. Classify difficulties, which emerged from the data, in the motivation and attitudes of the Arab EFL learners.
3. Provide general pedagogical implications to motivate Arab students toward learning English.

1.6 Research Methodology

The method was used and employed questionnaires, which was administered on Arab University students at Leeds in the UK. The participants belong to the following states: Jordan, Egypt, Saudis and United Arab Emirates. Despite the risk of the forms getting lost or not being handled accordingly in some cases, this instrument was used, as it was easier on the side of the questionnaire to issue forms to particular students in different faculties and waited for them to be returned with the needed data. This instrument was more convenient when it came to make references and processing or using the data.

1.7 Significance of the Study

The role of attitudes and motivation in second or foreign language acquisition has been confirmed by many researchers (Gardner, 1979; Krashen & Terrell, 1983; Brown, 1987). In a foreign language learning context or environment, students seldom have not had enough experience with target language community to have attitudes for or against it. Affective characteristics of the learner, for instance, attitudes and motivation, have a signal effect on second language learning verified by (Hammerly, 1986; Raphan & Gerenter, 1990). In additional, Csizer and Dornyei (2005) confirmed that attitude as a significant factor in language learning.   The learner's motivation and attitude toward second language study will affect the outcome of second language learning. In EFL situations, affective predispositions (i.e. the learner's beliefs, feelings,

intentions) towards the target language community are likely to investigate a proportion of language achievement (Olshtain, Shohamy, Kemp, & Chatow, 1990). These affective variables deal with social / political contexts from which attitudes and motivation are derived (Gardner, 1982 b).

1.8 Research questions

The following research questions addressed in this study are:

1. What was the motivation for learning English as a foreign language by Arab learners?
2. How does the learners' background affect their attitudes and motivation with regard learning English as a foreign language?

3. What are the students' attitudes toward second language learning which influenced their learning of English as a foreign language?

4. What factors determine the reasons for learning English?

5. What motivates Arab speaking University students to learn English as a foreign language?

II.   LITERATURE REVIEW

2.1 Motivation and Attitude for learning a second language

Motivation is very hard to define. As Gardner (2006, p.242)) informed that "motivation is a very complex phenomenon with many facets …Thus; it is not possible to give a simple definition". This is because the expression of motivation has been investigated differently by different schools of thoughts. That is to say, that from the behavioral perspective, motivation is "quite simply the anticipation of reward" (Brown, 2000, p. 160). Whereas, the cognitive view the term motivation as being more related to the learner's decisions as Keller (1983) cited by Brown (Ibid, p. 160), showed that " the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they exert in that respect". It, in the constructivists' definition of motivation, they place "further emphasis on social context as well as the individual's decisions "(ibid). Regardless, the differences in all the definitions of motivation given by the three schools of thought the concept   "Needs" is emphasized, that is, "the fulfillment of needs is rewarding, requires choices, and in many cases must be interpreted in a social context" (ibid, p. 161). On the other hand, the attitudes toward EFL/ESL has been defined differently according to Gardner (1980, p. 267), defines the expression of attitude as "an inference which is made on the basis of a complex of beliefs about the attitude object". Gardner (1980, p. 267) explores on Likert's definition by defining attitude as a " the sum total of a man's instinct   and feelings , prejudice or bias, preconceived notions, fears threats, convictions about any specific topic". Ajzan (1988, p. 4) describes attitudes as "a disposition to respond favorably to an object, person, institution, or event". Baker (1992, p. 10) defines attitudes as "a hypothetical construct used to explain the direction and persistence of human behavior". Gardner (1985) thinks that attitudes as components of motivation in language learning according to him, "motivation… refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language".

Furthermore, the relevant literature, mainly relative to the theoretical assumptions of the topic, is very voluminous. Within the scope of this study, it is possible to examine related aspects of second and foreign language learning for instance ESL/EFL learner's expectations on learning a second language and the affective domains that shape the attitudes of participants toward the second language and its speakers. However, the literature review involves: (a) research on motivation and attitudes in second/ foreign language learning; (b) relevant research on attitudes of the Arab University EFL learners; (c) research regarding English covers some of the Arab countries, even though English has a unique position cross the Arab and rest of the world too. In other words, learning is closely to the attitudes towards the language (Starks & Paltridge, 1996). Karahan (2007, p. 84) avers that "positive language attitudes let learners have positive orientation towards learning English)". Arani (2004) explores in Iran the language learning needs of medical students to identify the students' attitudes toward learning English as a foreign language. This is similarly happened to the Arab students at Leeds University, for example: this attitude may play a crucial role in language learning as they would seem to impact students' success or failure in their learning.

" (Gardner, Smythe, Clemnt & Gliskman 1976, p. 199). Integrative motivation, then relates to factors such as "interest in foreign language," "desire to learn the target language, "desire to interact with target language community," (Gardner, 1982, a). This sort of motivation is different from "instrumental motivation" in which the teacher is interested in learning the foreign language for pragmatic, utilitarian benefits of language skills (i.e. better job or a higher wages). Attitude formation, referring to Brown (1987, p. 126) develops in the early stages of one's life and is the result of parents and peers' attitudes and " contact with people who are " different " in any number of ways, and interacting affective   factors in the human experience". Gardner & Lysynchuk (1990) discussed to test the influence of attitudes learning. Gardner & Lysynchuk's basically work was with English – speaking students learning French in Canada. Gardner & Lysynchuk (1990) "defined motivation as a construct made of certain attitudes, the most important of which is group specific (i.e. the learner's toward the members of the target speech community and their language)".

Research on integrative motivation would yield statements such as "it [learning a second language] will allow me to meet and converse will more and varied people" (Gardner & Lambert, 1972, p. 148). On the other hand, the second and foreign learners may be instrumentally motivated; their attitudinal orientation will affect the target language proficiency (England, 1983). To employs Gardner and Lambert's terminology, "instrumental motivation" would yield such statement by second language learners as "One needs a good knowledge of at least one foreign language to merit social defines instrumental motivation as "learning a language because of someone or has clearly utility it might have for the learner". According to Lifrieri (2005, p. 4) pointed out that "when asked about the factors which influence individual levels of success in any activity –such as language learning -, most people would certainly mention motivation among them". With similar opinions, Gardner (2006, p.241) said that "students with higher levels of motivation will do better than

students in with lower levels". This is similarly happened to the Arab students at Leeds University in UK.

2.2 Integrative and instrumental motivations

Gardner (1985: 85) shows it is possible to classify the reasons for second language learning so that they reflect some ultimate aim. Once classified, various categories would appear best identified as orientations in order to keep conceptual clarity. Ellis (1986: 300) discussed with need to classify the reasons for learning language when he/she puts forward that "motivation in language learning can be defined in terms of the learner's overall goal or orientation". For example, Brown (2000) decided that studies of motivation of second/ foreign language learners rarely refer to a distinction between two kinds of motivation namely, instrumental versus integrative motivation.

Further, Gardner (1985: 51) thinks that "this terminology (orientations) was introduced by Gardner and Lambert (1972) when they focused on two types of orientations, integrative and instrumental, and subsequent studies have tended to focus on these orientations". This distinction is often made between the two "the types of integrative and instrumental". He reports that:

An integrative orientation toward language study reflects "a sincere and personal interest in the people and culture represented by the other group.

An instrumental orientation emphasizes 'the practical value and advantages of learning a new language". The integrative orientation thus stresses an emotional involvement with other community, while the instrumental orientation does not necessarily.

Furthermore, Brown (1987: 115) and Ellis (1986: 300) have indicated out that "instrumental motivation", which is believed to occur when the learner's aim is function (e.g. to get a job or pass an examination) and "integrative motivation". This happens when the learner hopes to identify with culture of the L2 group". Ellis (1985), and Young (1987: 87), present a practical example of instrumental motivation when they report that:

Many Arab students have a strong instrumental motivation to learning. Education is seen as the passport to a salaried post. Examination success is vital.

2.3 English in Middle East Arab countries

The history of the English in the Middle East Arab countries passed through several stages the most significant of which is when English was introduced officially as a foreign language since Seventy years approximately. This was a result of the increasingly unique position of English as an international language. Fishman, Cooper & Conard (1977) stated that "English is the language of diplomacy, the predominate language in which mail is written, the principle language of aviation and radio broadcasting, the first language of 300 million people and additional language of perhaps that many more" (Sadiqi, 1991, p. 105).

Furthermore, the Arab nation has frontiers which are no more than arbitrary lines drawn on the map caused by contending colonial powers. Consequently, indigenous language could become the instrument of nation unification and development. However, given the context and the heritage of colonialism and neocolonialism, it is impossible to anticipate the development of a linguistic instrument of modern commercial, technocratic and literary communication. Thus, English and some other languages

(French, Italian) have been adopted and taught throughout the Arab countries and, as a result, countless new bilinguals have been created. Macnamara (1967) pointed out that in the Arab countries there are numerous instance of bilingualism not based on ethnic differentiations within the Arab society but due to the linguistic distance between the vernacular and standard of the Arabic language. He keeps that extensive spread bilingualism occurs because of one major reason; the revival and expansion of national languages which had been absent for centuries, or used for limited purposes by limited groups (e.g. Hebrew in Israel). Approximately, in the last three decades, the adoption of English as a subject matter into Arab academic and education instructions development of effective EFL teaching methods has become one of the important aims in those situations. In other words, English language is getting to be taught alongside with Arabic language to a certain degree. This means that English is more competent than Arabic language, especially at the educational, tourism, international safety business, etc. The goal of teaching English in the Arab countries has been generally stated to produce a culturally competent citizen, through ability to understand, speak, and write English efficiently (Abd-el-Jawad, 1987; Al-Batal, 1988). It should be indicated out that these objectives have hardly been achieved because of the lack of the cultural context in which English instruction takes place viewed by El-Sayed, (1987). However, positive attitudes have always constituted a strong impetus for language competence viewed by (Boshier, 1977; Dornyel, 1990; Gardner, 1982a, b, 1988; Sadiqi, 1991).Basically, the role of the students' primary language has been marked by proliferation of research on cross linguistics; in particular contrastive linguistic analysis and error analysis have been the basis of such studies. Since the early fifties, studies have focused on certain linguistic levels such as phonology, and pronunciation practice (Naser, 1967).

Therefore, interest and contrastive linguistics and error analysis has, provided an account of linguistic symptoms which plagued the class rooms an attempt to remedy those linguistic difficulties (Zughoul, 1979; Mitleb, 1982, 1985; Ibrahim, 1977, 1987; Flege et al, 1980; Aziz, 1974, 1976, 1980). Yorker (1977) and Thompson-Panos et al (1983) confirmed that the significance of Arabic/French and its roles (covert) in the progress of EFL classes and explained linguistic barriers in EFL process in terms of the relationship between English and Arabic. Yoker and Thompson-Panos et al addressed linguistic differences between Arabic and English as a basis for determining several language acquisition difficulties for Arab FEL learners. They kept that basic information about the Arabic language and culture on the part of the EFL teacher would assist him/her dealing with linguistic and sociolinguistic errors Arab EFL learners make in English at all linguistic levels.

.On the other hand, El-Dash & Tucker (1975) increases investigation attitudinal/ motivation factors which have not been before conducted in Arab speaking communities. Regardless, the lack of definite answers to all research questions attempted to be answered by the research in this study, it is still "obvious that there is a strong need to study students' attitude and performance "(Tucker & Sarofim, 1979, p. 28) in EFL learning process.

2.4 Reasons for learning a second or foreign language

Reasons for learning a language other than one's mother tongue (L1) should be considered. Giles, in Gardner (1985) mentioned the following"

Bilingualism has always been of crucial importance worldwide given that the monolingual mortal is an actual a somewhat scarce commodity…with rapidly developing sophistication information and communication technologies, we can expect that bi-and multilingualism will assume even greater importance as international contacts multiply and previously "isolated" ethno-linguistic groups gain easy access to their Home cultures (p. xi).

What Giles is mentioning above is what is known as motivation, which investigates why a second or foreign language is learnt. Gardner (1985, 50) shows that "motivation involves four aspects: goal, effortful behavior, a desire to attain the attitude toward the activity in question" Gardner (1985; 50) informed the following:

The type of motivation answers the question of why the individual is studying the language. It refers to the goal. Many reasons could be listed to be able to speak with members of that language community, to get a job, to improve, one's education, to be able to travel, to please their parents, to satisfy, a language requirement, to gain social power, etc. It may even be that there are as many reasons for studying a second language as there are individuals.

It would seem that second language learning research literature has made it clear that, in order for the learning of a second language to be successful, the learner or the student himself, who, referring to Wilkins (1978: 51) is "probably the largest variable of all in the learning situation", should be willing or should want to learn. Wilkins (1978: 53) also indicates, "Research has shown that where learners have rigid, ethnocentric and authoritarian views, not surprisingly they are less successful in language learning". Indeed, language research group (1992: 60) said that "no amount force can succeed in imposing a language on people who either do not wish to use it or do not see any significant role for it in their or their children's lives". Brown (1980), in Alatis et al (1981: 113) reports:

The process of learning a second language is one that involves a total commitment from the learner. A total physical, intellectual, and emotional response is necessary to successful send and receive linguistic message.

Without this (the willingness or interest or what is "commonly thought of as an inner derive, impulse, emotion or desire that moves one to a particular action", in Brown words (in Alatis et al : 114) on the part of a learner learning second language. It shall be a futile exercise to teach a second language. Commenting on the problems affecting learning of English as a second language, Moyo (1994: 38) confirmed that:

There are many language learners in present day tertiary situations the relevance of English in general. This creates serious motivational problems, which can affect successful language learning. It is therefore not easy to motivate people into communicating in a second language or third language. Motivation matters much more than proponents of communicative language teaching might imagine.

2.5 Attitude modifying experiences

Overall, Baker's (1995) states above that attitudes can be modified by experience, provides Gardner's (1985: 105-6) informed that there are two different experiences associated with second language acquisition that can have an impact on a student's attitude and motivation. The first experience is bicultural excursion programs, which are indicated to by Gardner (1985: 85):

Relatively short term interactions with members of the other language community in their own social environment with express purpose of developing positive attitudes toward that group. Generally, there is little, if any instruction in the second language.

The other two experiences suggested are regular language courses, and intensive language learning. However, Gardner (1985: 8) adds that:

If teachers are skilled in the language and attuned to the feelings of their students, and the methodology is interesting and informative, this can do a lot towards the awakening of positive attitude, regardless of whether student's initial attitudes are positive or negative… Obviously, if teachers are not knowledgeable, not sensitive to students reactions, and encumbered with a dull and unimaginative methodology, if is unlikely that positive attitude will be developed.

2.6 The distinction between EFL and ESL

The teaching and learning English as a second language (ESL) might be easily confused with that of learning English as a foreign language (EFL). Mpepo (1990:232) verifies the distinction thereof and the implications arising from the distinction between the two terms. He puts it this way"

An ESL (English as a second language) situation where is the language is widely used in traditionally non-native speakers. Doubtless, the teaching approach emphasizes intelligibility which is different from an EFL (English as a foreign language) situation in which the use of the language is with native speakers or speakers from outside the country. The teaching approach in this case [EFL] aims to teach learners to produce the sound, syntax, and conversation patterns of British, American or of any English associated with a country where English is traditionally spoken as a native language (1990: 232).

He then indicates out that "this distinction is not in fact observed or clearly understood in the English language industry or applied linguistics". He continues on to say that mainly due to economic reasons, the term EFL has gone from the industry and academic discourse. Mpepo (1998) says that "in an EFL situation the learners are effectively surrounded by the target language. They come into direct contact with it through social interaction, education, commerce and mass media both electronic and print. The misunderstanding in misapplication of these two terms and the methods or approaches thereof by teachers of English might have a negative influence on learners and, this might result in low levels of motivation and negative attitudes being created. Whereas, a correct understanding of the distinction between the ESL and **EFL are as it might help in explaining matters around the study.**

III.   RESEARCH METHODOLOGY

3.1 Methodological framework

This study was conducted at Leeds University in UK to identify Arab students' motivational and attitude toward learning English as a foreign language. To achieve this objective, one research method was used namely, (quantitative) questionnaire. This kind of design, which uses one research method to investigate the motivation and attitude toward learning English, for this reason researcher, used one method design (Creswell, 2002). The need is to assure the validity and reliability of the process (Tellis, 1997). Further, using quantitative method in this research study would help to give a fuller picture about this study viewed by Silverman (2000). Quantitative methodology was used in data collection questionnaire which was used to provide more evidence. Spindler (1992) Twenty two Arab University students were represented the following countries: Jordan, Egypt Saudis, and United Arab Emirates, in this study.

They mentioned that quantification "is not the beginning point, nor is it the ultimate goal" (p. 69). For the goal of this study, a questionnaire using Likert-format scales was prepared to be administered and analyzed in terms of basic statistical procedures. Mean analysis and frequencies tables were used to demonstrate the types of responses obtained from the questionnaire. A salient feature of quantitative method is that data collection and analysis proceed at the same time from the start as well as construction theory from the data. In other words, data analysis is not a separate stage of research but rather is done in interaction with ongoing data collection from the begin (Wood, 1992). In quantitative research, the design emerges as the study progresses, and it changes constantly as new data is collected and new insights progress (Guba, 1978). One of the strategies quantitative researchers employ is the study of the "context" as an integral part of the social phenomena under investigation. Glaser, (1978) pointed that some of the central questions quantitative researchers ask are: what are people doing? What is happening in social life? McCracken (1988, p.32), think that the long lived familiarity with culture under study has "the advantage of giving the investigator an extraordinarily intimate acquaintance with object of the study… which gives the investigator a fineness of touch and delicacy of insight that few ethnographers working in other cultures can help to develop" (p.32). Glaser's "technique is well suited for dealing with qualitative data of the type gathered from questionnaire, structured or semi structured" (Turner, 1981; Glaser, 1978; Charmaz, 1983; Turner, 1981). Corbin & Strauss 1990) suggested that investigations in grounded methodology should focus on specific and broader condition affecting the phenomenon that may include cultural values, social trends, and economic orientations.

In additional, Noels (2001) mentioned that instrumental motivation is stimulated by the learners' awareness of the practical value and advantages which are expected to accrue from acquiring the second language. Any particular learner may have both types of motivation in certain degree. Motivation is not static, the intensity and kind of motivation can change as the learner's excerpt

Finally, Burgess (1985) told that data can help in the analysis and questionnaire data by providing a theoretical structure, by giving the framework for the construction of indices, and by

clarifying questionnaire data. Likewise, questionnaire results provided an objective validation of qualitative data. That is to say, the results can contribute to the informational adequacy and quality control of the investigation (Burgess, 1985; McCraken, 1988; Corbin & Strauss, 1990).

According to Leeds University international students' office that there are 139 full time students currently enrolled for the academic year 2014 to 2015. That is to say, for the goal of this study a sample 22 undergraduate and graduate Arab students at Leeds University were chosen... This means that one criterion proposed is that the participants should "not have a special knowledge (or ignorance) of the topic under study" (McCracken, 1988, p. 370. The participants vary in their majors and educational background information on each participant was obtained by completing the background information survey (see Appendix B). The distribution according to country and gender is presented in Table 2.1.

Table 1

Characteristics of Participants			
Country	Male	Female	Total
Morocco	4	3	7
Mauritania	4	0	4
Tunis	3	1	4
Algeria	4	3	7
Total	15	7	22

These participants were chosen according to the following criteria. All participants:

1. Have had at least six years of EFL OR ESL instruction before they arrived in the United Kingdom.
2. All participants speak Arabic as their native language.
3. All participants have come from Arab countries.
4. Have a TOFEL score above 500 (which is the minimum score for their admission the Leeds University).

3.2 Approach

The participants group was engaged in three major tasks. First, all participants were asked to fill out the background survey to get background information.

Second, participants were asked to respond to Likert-format scale questionnaire for measuring motivations and attitudes utilizing Gardner's Attitude/Motivation Test Battery. Moreover, the questionnaire, Attitude/Motivation Test Battery was prepared and adopted from (Gardner, 1985, pp. 177-181) and administered to the participants. This means that it was color coded by nationality and gender before it was administered to the participants. Thirdly, Meloni, (1990) and Rochaerakay, (1989) confirmed that the participants were answering all the questions were given to them in English language and guiding questions are presented in questionnaires focused on the issue of examining attitudes and motivations. Questionnaire results were utilized to validate data collected from the participants' method. Further, a statistical procedure such as mean analysis was utilized to present the findings of the questionnaire. Glaser (1978) informed that coding is a two phase process: an initial and focused coding. Initially, line by line coding was utilized after scrutinizing the data to develop ideas. Then, coding was used to develop different

categories and subcategories about emerging ideas. Although focused coding is a selective phase of the coding process, it was utilized to break up the categories and develop subcategories which explicate the more general category. The investigation is focused on the questionnaire guiding to reflect the type of questions which were broken up into categories. The responses of the participants under each category were transcribed using a Microsoft word Macintosh word processing program. Focused coding was utilized to prove the groundwork for developing explanations and predictions.

3.3 Statistical procedure

The array of the questionnaire responses are concluded in a box – and – whisker plot format which is rarely utilized to concisely represent a distribution of data. This type of data configuration allows comparing the central tendencies of the different groups. One – way analysis of variance (ANOVA) was utilized for statistical comparison between responses. Social sciences (SPSS-PC) computer software was utilized. This procedure was uses the samples mean and standard deviation to compare the differences between the population means of the distribution from which the samples are collected. To test the hypothesis that the population means are equal, this procedure calculates the F- statistics and compares the calculated F value with values from the F distribution of the appropriate degrees of freedom. SPSS-PC also offer a number of techniques for multiple comparison tests such as Scheffe Test or the Duncun's multiple range Test. This procedure was utilized to indicate which pairs are significantly different.

IV.   PRESENTATION OF THE FINDINGS

4.1 Introduction

This chapter presents data collected from the Arab students at Leeds University in the UK. Besides that, in this chapter the findings of the study are interpreted and analyzed. In addition, this chapter reports the quantitative findings with regard to the students' motivation for studying English, along with related attitudes toward English, English instruction, the British people and the United Kingdom at large. Furthermore, it also presents the findings pertaining to the participants' future expectations of studying English. The findings in each section are broken up into five major categories:

1. Motivation for studying English
2. Attitudes toward studying English
3. Attitudes toward English instruction;
4. Attitudes toward British people and the UK
5. Future expectations

At this point, data analysis software, SIGMA and PLOT, were utilized for developing various statistical graphic shown in this section.   One way Analysis of variance (ANOVA) was utilized to confirm and determine statistical importance of differences between participants of different groups. The findings of array are summarized in a box-whisker plot which is rarely utilized to concisely represent the distribution of data. From this aspect, the figure presented Extreme ends of the distribution are also presented in the figures by symbols beyond the whisker. The lines bisecting the box indicate the median (the solid line) and the mean (the dotted line) of the data distribution below:

Table 4.1
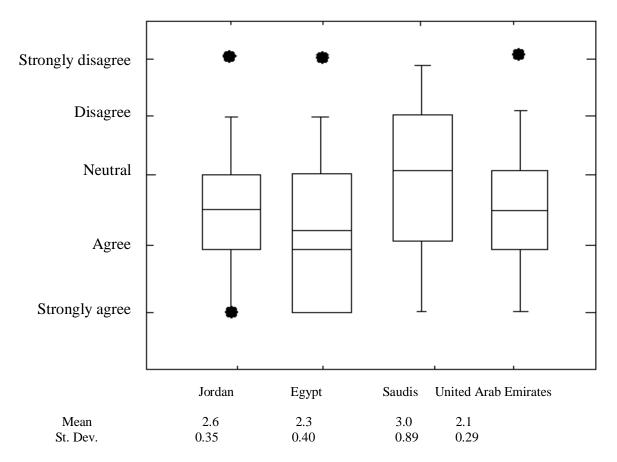**Summary of participants ranked in ascending order of Average values**

Question number	Average	Rank distribution	Rank order
Q4	1.3	1	1
Q25	1.6	2	2
Q2	1.8	3	3
Q1	1.9	4	4
Q8	2.0	5	5
Q3	2.1	6	6
Q6	2.2	6	7
Q9	2.3	8	9
Q13	2.3	8	9
Q21	2.3	8	9
Q12	2.4	9	11
Q23	2.5	10	12
Q22	2.6	11	13
Q10	2.7	12	14
Q5	2.8	13	15.5
Q18	2.8	13	15.5
Q17	2.9	14	17.5
Q19	2.9	14	17.5
Q14	3.0	15	20
Q15	3.0	15	20
Q16	3.0	15	20
Q11	3.2	16	22
Q7	3.4	17	23.5
Q20	3.4	17	23.5

Q24	3.6	18	25

Table 4.17 shows a distribution of the average responses for each question arranged in ascending order of average values. Question 4 (I study English because it makes me a better educated he/she) ranks first in average having the lowest value among the 25 questions, including that most of the responses shown agreement on the value of English in their education. Therefore, in contrast question number 24 (if given the opportunity, I would like to live in the United Kingdom defiantly) has the largest mean (3.6) whereas indicating that most respondents disagree with statement and don't like to stay in the United Kingdom defiantly.

Motivation and attitudes

This section shows the respondents' overall motivation for studying English. The responses of the participants according to nationality are shown and summarized in figure 4.1 below:

	Jordan	Egypt	Saudis	United Arab Emirates
Mean	2.6	2.3	3.0	2.1
St. Dev.	0.35	0.40	0.89	0.29

Figures 4.1: Box and whisker plot depicting the distribution of responses of the informants according to nationality.

As presented in figure 4.1, the mean value of the participants for Egypt and Saudi groups fall in the "agree" category participants between 1.5 and 2.5), and that of the Jordanian and United Arab Emirates groups fall in the "neutral" category (responses between 2.5 and 3.5). Therefore, the mean values of the Jordanian responses were much smaller compared to the UAE indicating a relative abundance of responses in the "agree" category in the Jordanians. It has to be noted from this figure that the size of the boxes are smaller for the Jordanians and the Saudi groups indicating a general homogeneity of attitudes among participants. On the other side, the sizes of the boxes are larger for the Egyptian and the United Arab Emirates groups indicating a relatively more heterogeneous attitude of the people surveyed in these groups. Statistical comparisons between the participants were made using one way analysis of variance. This was accomplished with computer software; Statistical package for social sciences (SPSS-PC). This procedure uses the sample mean and standard deviation, to compare the differences between the population means of the distribution from which the sample are collected.

However, to test the hypothesis that the population means are equal, this means the procedure calculates the F-statistics and compares the calculated F- value with values from the F distribution of the appropriate degrees of freedom. That is to say, the observed importance level is the probability of getting an F- statistics at least as large as the one already calculated when all
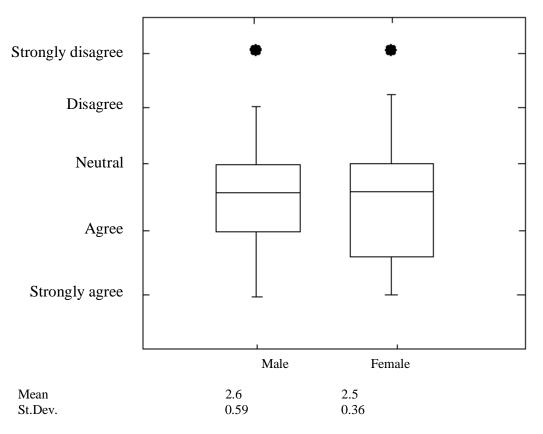
population means are equal. Whether this probability is small enough, the hypothesis that all population means are equal is rejected. An important F-statistics show only that the populations' means are probably unequal. Whether important differences exist, this procedure indicates out a matrix indicating which pairs are importantly different. At this point, if no statistically important differences exist, the procedure prints out a statement "No two groups are significantly different at the specified significance level".

Table 4.2 summarizes the results of one-way analysis of variance for the final mean responses for the four ethnic groups.

Table 4.2
One-way analysis of variance for ethnic groups

Sources	D.f.	sum of squares	Meaning squares	F-Stat.	F. SIG
Between groups	3	1.34	0.473	1.97	0.155
Within groups	18	4.31	0.239	-	-
Total	21	5.74	-	-	-

For information that both Scheffe and Duncun's Test show no important differences between the groups at alpha=0.01 this means it is approved from this Table that, although values of the mean responses were different, the statistical importance of these differences was small. In other words, the participants were sample size which resulted in relatively large standard deviations. Tables presenting the details of statistical calculations indicating 95 percent confidence interval are shown in Appendix H. The findings of the participants' responses according to gender are compared in figure 4.2.

Mean	2.6	2.5
St.Dev.	0.59	0.36

Figures 4.2: Box and whisker plot depicting the distribution of responses of the participants according to gender.

Figure 4.2 explains and compares the central tendency of each group referring to gender. The distribution of the female group extends further to the bottom compared to the male counterparts, as pointed by the length of the box. The magnitude of the mean responses points that males and females have similar tendencies and generally fall in the borders of "agree" and "neutral" categories. This means that scatter in the participants for the male and female participants were similar as pointed by similar values of the standard deviation and the mean. From this aspect, statistical comparisons of the participants as a function of the gender of the respondents were made using t-test procedure of the SPSS-PC. Consequently, one –way analysis of variance could not be utilized for this comparison only two sample means were compared. In a test statistical importance of the differences between the two means are

determined by comparing the calculated t- statistic with tabulated t-statistic for a specific importance level. Whether the observed significance level is small enough, the hypothesis that the population means are equal is rejected.
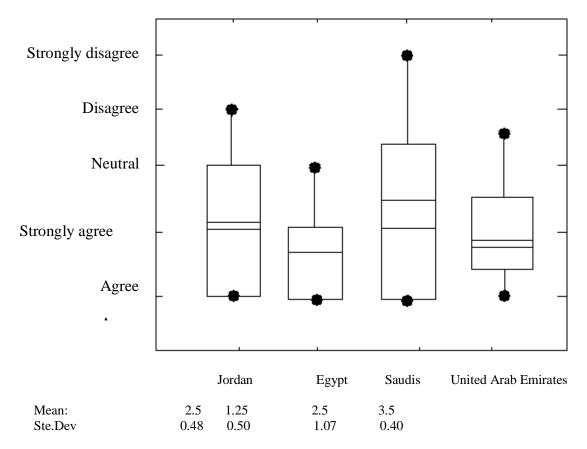
Table 4.3
T-Test for gender of respondents' category 1

Gender	No. of cases	Mean	Std. Dev.	T- Value	2- tailed sig
Male	15	2,58	0.592	0.29	0.774
Female	7	2,52	0.364	-	-

It is evident from the percentages given in the above Table that the differences between the participants as a function of gender are not statistically important. In the following is a comparison of responses in different categories of questions. In other words, in each category, the comparisons are made with respect to the nationality of respondents. That is to say, similar comparisons could be made between two males and females. As already mentioned above the analysis indicates the differences between the two genders were similar. However, no comparisons within groups are made with respect to gender differences.

4.3.1 Motivation for studying English language
The participants' motivation for studying English is shown in figure 4.3 according to nationality.

		Jordan	Egypt	Saudis	United Arab Emirates
Mean:		2.5	1.25	2.5	3.5
Ste.Dev		0.48	0.50	1.07	0.40

Figures 4.3: Box and whisker plot depicting the motivation for studying English according to nationality.

It can be shown in figure 4.3, the mean value of the responses for the Egyptians and Saudis' groups fall in the "agree" category (responses between 1.5 and 2.5), and that of the Jordanian and United Arab Emirates groups fall in the "neutral" category (responses between 2.5 and 3.5). Whereas, the mean value of the Jordanians responses were smaller compared to the United Arab Emirates indicating a relative abundance of responses in the "agree" category in the Jordanians. It has to be noted from this figure that the size of the boxes are smaller for the Egyptians and Saudis indicating a general homogeneity of attitudes among respondents. On the other side, the sizes of the boxes are larger for the Jordanian and Emirates indicating a relatively more heterogeneous attitude of the people surveyed in these groups.

Table 4.20 summarizes the findings of one-way analysis of variance for the final mean responses for the four ethnic groups' motivation toward learning English language (category1).

Table 4.4
One way analysis of variance for ethnic groups (category 1)

Source	D.E.	Sum of squares	Mean squares	F-Stat	F-Size
Between groups	3	1.67	0.553	1.51	0.246
Within groups	18	6.59	0.366	-	-
Total	21	8.26	-	-	-

As it can be noted from the figure above that both Scheffe and Duncun's Tests show no important differences between the groups at alpha=0.01.It is evident from the percentages given in the Table that, although the absolute values of the mean responses were different; the statistical importance of these differences was small. In other words, the responses were statistically similar. That is to say; the statistical comparison of the responses as a function of the gender of the respondents utilizing T-Test procedure to point statistical importance of the differences between the two means are explained in Table 4.20. At this point, if the observed significance level is small enough, the hypothesis that the population means are equal is rejected.
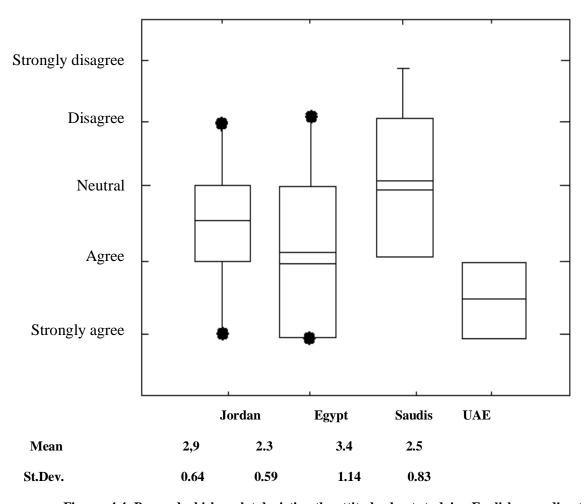
Table 4.5
T-Test for gender of respondents (category 1)

Gender	No. of cases	Mean	Std. Dev.	T- Value	2- tailed sig
Male	15	2.03	0.701	0.75	0.464
Female	7	1.88	0.448	-	-

It is evident from the percentages given in the above Table that the differences between the responses as a function of gender are not statistically important.

4.3.2 Attitudes toward studying English

The participants' attitude about studying English language is shown in figure 4.4 referring to nationality.

	Jordan	Egypt	Saudis	UAE
Mean	**2,9**	**2.3**	**3.4**	**2.5**
St.Dev.	**0.64**	**0.59**	**1.14**	**0.83**

Figures 4.4: Box and whisker plot depicting the attitude about studying English according to nationality.

As presented in figure 4.4 the mean value of the responses for the Egyptian and the Saudis groups fall in the "agree" category (responses between 1.5 and 2.5), and that of the Jordan group fall in the "neutral" and "disagree" categories.
Therefore, the mean value of the Jordanian responses was smaller compared to the United Arab Emirates pointing a relative abundance of responses in the "disagree" category in the Arab Emirates. It has to be noted from this figure that the size of the boxes are smaller for the Egyptian and Saudis pointing a general homogeneity of attitudes among respondents. On the other side, the sizes of the boxes are larger for the Jordanians and the Emirates' pointing a relatively heterogeneous attitude of the people surveyed in these groups. Table 4.21 summarizes the findings of one –way analysis of variance for the final mean responses for the four ethnic groups' attitudes for learning English (category 2).

Table 4.6
One –way analysis of variance for ethnic groups (category 2)

Source	D.E.	Sum of squares	Mean squares	F-Stat	F-Size
Between groups	3	3.74	1.24	2.14	0.131
Within groups	18	10.6	0.583	-	-
Total	21	14.4	-	-	-

It can be seen from this figure that, Scheffe and Duncn's Test show no significant differences between the groups at alpha= 0.01. It is also proved from this Table above. Although, the absolute values of the mean responses were different, the statistical significance of these was small. In other words, the responses were statistically similar. Further, statistical comparison of the responses as a function of the gender of the respondents utilizing T-Test procedure to point statistical importance of the differences between the two means are explained in Table 4.22. I f the observed importance level is small enough; the hypothesis that the population means are equal is rejected.
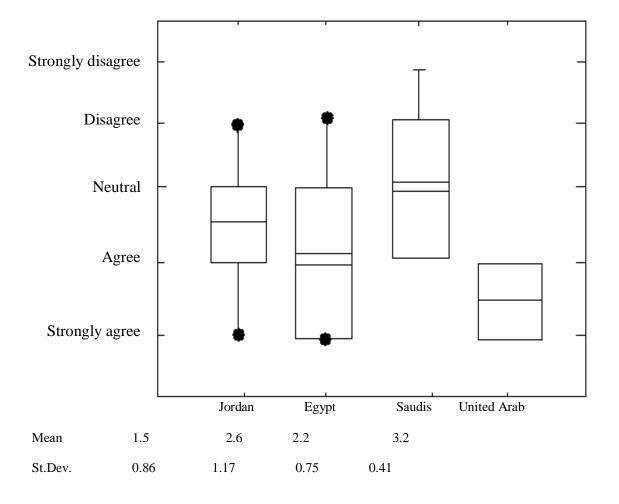
Table 4.7
T-Test for gender of respondents (category 2)

Gender	No. of cases	Mean	Std. Dev.	T- Value	2- tailed sig
Male	15	2.88	0.817	1.50	0.158
Female	7	2.34	0.763	-	-

It is evident from the percentages given in the above Table that the differences between the responses as a function of gender are not statistically important.

4.3.3   Attitudes toward English instruction

The participants' attitudes toward English are shown in figures 4.5 referring to their nationality.

	Jordan	Egypt	Saudis	United Arab
Mean	1.5	2.6	2.2	3.2
St.Dev.	0.86	1.17	0.75	0.41

Figures 4.5: Box and whisker plot depicting the attitude toward English instruction according to nationality. As presented in figure 4.5, the mean value of the responses for the Saudis, Jordanian, and Egyptian groups fall in the "agree" category (Reponses between 1.5 and 2.5), and Emirates group of the Saudis responses were smaller compared to the other groups pointing a relative abundance of responses in the "agree" category, while the mean value of the Emirates responses pointing a relative abundance in "neutral" category. It has to be noted from this figure that the size of the boxes are smaller for the Jordanians and Saudis pointing a general homogeneity of attitudes among respondents. On the other side, the sizes of the boxes are larger for the Egyptians and Emirates pointing a relative more heterogeneous attitude of the people surveyed in these groups.

Table 4.24 summarizes the findings of one –way analysis of variance for the final mean responses for the four ethnic groups' attitudes toward English instruction (category 3).

Table 4.8
One –way analysis of variance for ethnic groups (category 3)

Source	D.E.	Sum of squares	Mean squares	F-Stat	F-Size
Between groups	3	6.17	2.05	2.53	0.989
Within groups	18	14.6	0.812	-	-
Total	21	20.9	-	-	-

can be seen that both Scheffe and Dnucun's Test show no important differences between the groups at alpha=0.01. It is evident from the percentages given in the Table above. Although, the absolute values of the mean responses were different, the statistical importance of these differences was small. In the other words, statistical comparison of the responses as a function of the gender of the respondents utilizing T-Test procedure to point statistical importance of the differences between the two means are explained in Table 4.25. From this aspect, if the observed importance level is small enough, the hypothesis that the population mean are equal is rejected.
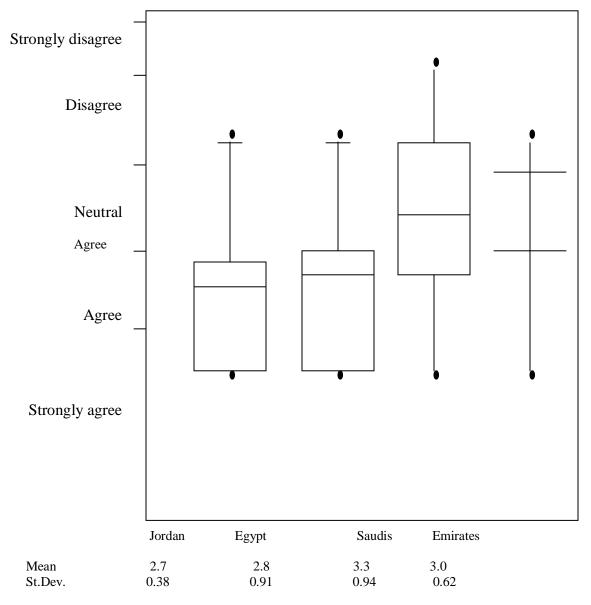
Table 4.9
T-Test for gender of respondents (category 3)

Gender	No. of cases	Mean	Std. Dev.	T- Value	2- tailed sig
Male	15	2.11	1.00	-1.65	0.122
Female	7	2.77	0.859	-	-

It is evident from the percentages given in the Table above that the differences between the responses as a function of gender is not statistically important.

4.3.4 Attitudes toward British people and the United Kingdom

The participant's attitudes toward British people and the United Kingdom mention is shown in figure 4.6 referring to nationality. Table 4.6 indicates that the attitude toward the British people and the UK vary considerable, from one group to another. The attitudes trend to be similar for both Egyptians and Jordanians who tend to have favorable attitudes more than the Emirates.

	Jordan	Egypt	Saudis	Emirates
Mean	2.7	2.8	3.3	3.0
St.Dev.	0.38	0.91	0.94	0.62

Figures 4.6: Box and whisker plot depicting the attitude toward British people and United Kingdom according to nationality. On the other side, the Saudis participants are neutral; the average in their responses is 3.0. However, in contrast the United Arab Emirates vary notably, while all other groups' tend to lean toward affirmatively or neutrality, the Emirates tends to have more unfavorable attitudes. One can see that there are mixed feelings toward the British people and the United Kingdom at large ranging from affirmative to neutral to negative. As presented in figure 4.6, the mean value of the responses for the Jordanian, and Egyptian groups are fall in the "agree" category (responses between 1.5 and 2.5)), and Emirates group fall in the "disagree" category. But, the mean value of the Egyptian and Jordanian responses are similar pointing a relative abundance of responses in the "agree" category, while the mean value of the Emirates responses pointing a relative abundance in "disagree" category and the Saudis are in the "neutral" category. It should be noticed from this figure that the size of the boxes are similar for the Jordanians and Egyptians pointing a general homogeneity of attitudes among respondents. Table 4.26 summarizes the findings of one-way analysis of variance for the final mean responses for the four ethnic groups' attitudes toward British people and the United Kingdom (category 4).

Table 4.10
One –way analysis of variance for ethnic groups (category 4)

Source	D.E.	Sum of squares	Mean squares	F-Stat	F-Size

Between groups	3	0.648	0.216	0.671	0.581
Within groups	18	5.79	0.321	-	-
Total	21	6.36	-	-	-

It can be noted that both Scheffe and Duncun's Test show no significant differences between the groups at alpha=0.01. It is evident from the percentages are given in the above figurer. Although, the absolute values of the mean responses were different, the statistical significance of these differences was small. In other words, the responses were statistically similar. If we make a comparison of the responses as a function of the gender of the respondents utilizing T-Test procedure to point statistical importance of the difference between the two means explained in figure 4.27 and the observed importance level is small enough, the hypothesis that the population means are equal is rejected.
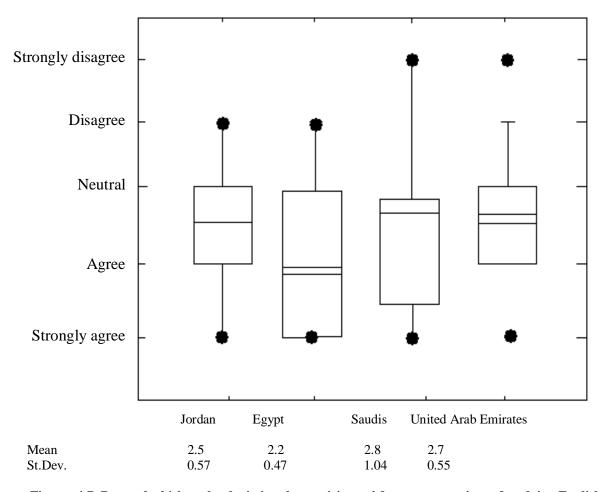
Table 4.11
T-Test for gender of respondents (category 4)

Gender	No. of cases	Mean	Std. Dev.	T- Value	2- tailed sig
Male	15	2.85	0.602	-0.65	0.528
Female	7	3.00	0.465	-	-

It is evident from the figure above that the difference between the responses as a function of gender is not statistically important.

4.3.5 Future expectations
The participants' future expectation of studying English is shown in Table 4.7 referring to nationality.

	Jordan	Egypt	Saudis	United Arab Emirates
Mean	2.5	2.2	2.8	2.7
St.Dev.	0.57	0.47	1.04	0.55

Figures 4.7: Box and whisker plot depicting the participants' future expectations of studying English according to nationality.

Table 4.7 points that the participants are affirmative in their responses to questions dealing with the future expectations. On the average, the participants' groups have pointed that English is significant for their future and the future of their countries. That is to say that the highest average is in the Emirates group while the lowest is in the Egyptian group. As presented in Table 4.7, the mean value of the responses for whole group falls in the "agree" category (responses between 1.5 and 2.5). The mean values are closely indicating a relative abundance of responses in the "agree" category. Well, it should be noted from this Table that the size of the boxes are similar for the Jordanians and Saudis pointing a general homogeneity of attitudes among respondents.

Table 4.28 summarizes the findings of one-way analysis of variance for the final mean responses for the four ethnic groups' future expectations for studying English (category5).

Table 4.12
One –way analysis of variance for ethnic groups (category 5)

Source	D.E.	Sum of squares	Mean squares	F-Stat	F-Size
Between groups	3	1.26	0.416	1.00	0.414
Within groups	18	7.47	0.414	-	-
Total	21	8.73	-	-	-

As presented in the figure above both Scheffe and Duncun's Test show no significant differences between the groups alpha= 0.01 It is approved from this figure although the absolute values of the mean responses were different, the statistical importance of these differences was small. In other words, the responses were statistically similar. If we make a statistical comparison of the responses as a function of the gender of the respondents utilizing T-Test procedure to indicate statistical importance of the difference between the two means explained in Figure 4.28 and they observed importance level is small enough, the hypothesis that the population means are equal is refused.

Table 4.13
T-Test for gender of respondents (category 5)

Gender	No. of cases	Mean	Std. Dev.	T- Value	2- tailed sig
Male	15	2.59	0.697	0.24	0.814
Female	7	2.52	0.559	-	-

It is approved from this figure that the difference between the responses as a function of gender is not statistically important.

V. CONCLUSIONS AND PEDAGOGICAL IMPLICATIONS

This study aimed to investigate the Middle East Arab students' motivation and attitude toward learning the English language. This study has been conducted in a fashion where the one research method (quantitative) was utilized. Crookes & Schmidt (1991) have kept that the discussion of motivational and attitudinal factors in second language learning has been limited by the understanding that the domain of applied linguistics has been attached to it. Gvozdenko (2005) pointed that the current issues, pedagogical implications and new directions in beliefs about language learning including social culture, cultural contextual, cognitive, affective and personal factors among which attitudes have a significant place. They discuss that the primary emphasis on attitudes and other social psychological factors of second language learning does not do full justice to the way second language researchers have dealt with the study of motivation and attitude. Croockes & Schmidt (1991) have classified a research agenda to stimulate a through approach to this topic. For example Al-Quyadi (2002) doubt it that a comprehensive study to examine the psychological variables in the learning of English "in the faculties of Sana'a in Yemen".

This investigation has incorporated with one methodology thus taking a new direction in the area of motivation and attitude. Apart from the methodological framework, this study suggests that effective factors in second language acquisition are equally significant as the linguistic ones. It also suggests that foreign language students' attitudes are divergent in terms of several factors. The determiners of attitude and motivation vary referring to the students' backgrounds and experiences of different individuals. This study goes beyond the focuses of research on Arab English foreign language learners in particular which has been limited over the past decades to the linguistic factor that either impedes or facilitates the learning of English language by Arab speaking students. The researcher found out that the previous students have appealed to researchers to conduct further research on nonlinguistic factors for instance motivation and attitudes. This means that the study has investigated and identified different motivations and attitudes of the Arab students at the university level toward the English language and United Kingdom at large. In the first situation, the motivations and along with attitudes toward the study of English are colored in terms of socio-cultural characteristics of each group. Motivations and related attitude toward the English language were governed by different sources of determiners. Clearly, these determiners are

shown in this study in terms of the general patterns of motivation and related attitude which emerged from the participants' responses as they relate to (1) the students' perception of English as a foreign language; (2) the students' previous and current experiences with the English language;(3) the students' future expectations about the study of English. Indeed these motivations and related attitudes are described in terms of the practical value they have in the lives of the participants. Moreover, in the second situation, attitudes toward the British people also colored in terms of various determiners. The determiners along with the attitudes were shown in terms of the general patterns, emerged from University students' responses as the y relate to (1) the students' before and current perceptions about the British people, and the United Kingdom at large; and (2) University students' expectations with the United Kingdom people in the host country. Arab speaking students' educational expectations, socio-cultural, and socio-political characteristics reflect numerous differences in motivations and attitudes. These differences are presented in terms of various determiners and the social conditions of each group. Thus, the cultural values of the Arab

speaking students are similar (Lusting, 1988), the social conditions are different. That is to say, some of these cultural values are conservatism, family devotion, fatalism, nationalism, patience, piety, self-respect, status and traditionalism (Lusting, 1988).Nonetheless, despite the students' exposure to modern political and social tend, motivations and attitudes continue to be tempered by the cultural values most relevant to them. That is the social-cultural condition under which a particular group of students was exposed tends to impact their "traditionalism" which is expected to justify either negative or neutral attitudes toward such other cultures as the European ones. Likewise, Jordanians and Egyptian's, sense of "nationalism" dictated by their attitudes and motivations toward English as foreign language and cultures differently. Thus, conclusions are drawn in terms of these of these social conditions. The following explanations present the relationship between social conditions and attitude and motivation.
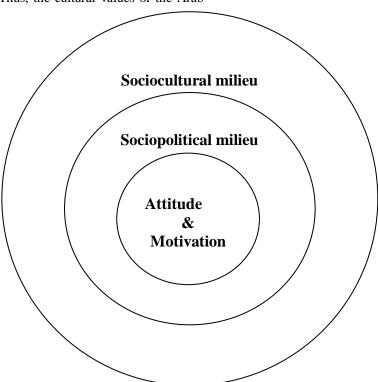

Figure 5.1: social conditions, attitude and motivation

The determiners of the Arab students' attitudes toward English and the UK are shown as a result of this study. Especial; "provincialism" in this investigation intrudes not only when Arab University students are stereotyped, but also when they self-categories themselves in terms of their cultural values and standard thus leading to "Arab provincialism". This idea derives from social psychology and is based on the self-stereotyped confirmed by Turner (1987). This assumption based on Turner's theory is that individuals take on characteristics they think to be an ideal of the social group to which they belong. This means that the individuals also tend to make comparisons to present the

superiority of their ideals. At this point, in this investigation, whole participants have strong adherence to the culture they belong to. As articulated by some of the participants below:

T10: I love my culture…I know that my people are not now in the right way…but I believe that their culture is perfect…with expectation of science, I think the British culture has negative things…and positive things like any culture across the world.

T14: I don't like to see the British influence affecting my culture and the people there, as far as their own uniqueness.

On the other side, stereotypes have been reviewed by Taylor (1991). He discusses that stereotypes are a normal cognitive

process where two groups having an auto-stereotype and a stereotype of other group. Referring to Taylor, two conditions are required a pattern of stereotypes to be social desirable. The first condition is "each group must positively value the attributes they associate with their own group, and the last one is each group must respect the

5.2 Cross-cultural attitudes

In order to cultivate more positive attitudes, the adjustment of individual in the host country should be made through awareness combined with mutual understanding and appreciation of culture differences. Often direct contact with host people would always make the individual understand, not to mention the improvement of one's command of the foreign language. Research posits that Arab students in the UK tend to accept the idea of multiculturalism while they keep their own heritage. Lambert & Talyor (1990) managed a large scale study on many newly came minority groups. Among these groups, Arab students' participants support heritage culture maintenance more than any other respondent group. Moreover, the Arabs are more resistant to assimilation and more favoring of multiculturalism. The results of this investigation are in agreement with evidence viewed by Lambert & Talyor (1990). Storti (1989, p.150) informed that the focus should not be on the ways in which all people are a like or different, but rather on what happens when one group of people behaves very oddly in the eyes of another… To do so, two kinds of adjustment required …we have adjust or have used to behave on the part of the local people which annoys, panic or otherwise unsettle us.; panic or otherwise unsettle the local people; so long as we are put off by or consistently misconstrue the behavior of the locals and so long as we repeated provoke or baffle the locals by our own behavior, we can never accept to feel at ease abroad or to be all effective in our jobs. The results of this study are generally congruent with interest of previous research, Especial, with Gardner's (1985) explained that students who are integrative oriented have parents who are oriented that way, and those who are instrumentally oriented generally have parents who tend to have instrumental orientation. Gardner (1991) confirmed that that linguistic background of the parents can play a crucial role in the motivation and attitudes of their children. This is truth to be found among the Arab University students studying English. Some of the participants pointed that their parents played a crucial role in their motivation to learn English as they used to teach them English words and were a source of encouragement. The following excerpts explain that:

T8; well my father was working in an international bank and he spoke English and he encouraged me to study English.

T11: I was going to study either engineering or go to medical school and I have to be very good in English …I also had a lot of help and support from my mom…she was an English teacher and she used to tell me that to be good in English is going to help you a lot in your future plans so in fact my mom helped me a lot.

Trucker (1991) revealed of a model for foreign language teaching which already exists in some parts of the Arab people. Referring to Trucker that, in this approach there "is a deliberate policy for introducing a broad spectrum of University students to the general study of a foreign language for a number of years as part of the school curriculum, followed by extensive teaching of

that language…to those with a demonstrable need" (p. 69). Trucker (1991) keeps that such an approach is "linked" from the teaching of cultural aspects of that language, and it "represents a controversial but interesting emerging trends". An interesting approach to implementing foreign language policy has emerged as a finding of this study. The results suggest that English has played an important role in the education of the Arab University students. Several tend appeal to foreign language designers to promote the teaching of English. That is to say, that one of these tend suggest that English should be taught for a specialized group of interested University students or for those who required knowing English for science and technology. Therefore, the ultimate motivation for learning English should go beyond technical and occupational process only. As one of the University student puts it:

T20: I believe that part of the people should study English…I believe there should be some people who excel in every language because we need deeply science, technology and communication with rest of the whole countries cross the world. Moreover, this study contributes to the enrichment and development in the North African Arab countries educational system and rest of the Arab world. The idea of development in the North African Arab countries and rest of the Arab world are reflected in the educational system. On the case of development of the Arab educational system of English learning is an integral part Kazem (1992, p. 116) tells…Development in the Arab countries is of the global change and movement. It has global characteristics and the peculiarity of the prevailing culture of the Arabs. In order to be a truth and realistic process it has above all to be meaningful to the Arab people and close to their culture…Civilization is not the product of one person or group but the dynamic accumulation of the contribution of the contributions of a lot of people, races and cultures. Moreover, Kazerm (1992, p.121) believes a systematic approach to education in the Arab countries based on needs of the students where training and development are considered. The educational aims should be relevant to the demands of the Arab society as part of the dynamic international community. One of the implications is educational mission has been drawn by the results by this investigation. In particular, foreign language programs should enhance the idea of intercultural communication as a request for development. The results of this investigation appeal to the educators in the Arab countries to revisit foreign language pedagogy to promote more affirmative intercultural attitudes. Well, to do so, these programs ought to be based on the needs assessment of University students. The benefits of foreign language learning should be spelled out in the curriculum and instruction, rather than take from passive imposition. University students should agree to learn more languages as well as English to be active participants in the Middle East Arab countries and the Arab world at large and the international community. Researcher found out that one of the most significant pedagogical implications derived from the findings has to do with the University students' attitude toward English instruction. Generally, the feelings among the participants are that they do not get proper instruction in the English language in their home countries because of the focus on skill for instance, learning English grammar or vocabulary while neglecting other skills like

conversational aspects of language use.   As some of the participants presented below:

T20: Unfortunately, English language is not taught me in the best way…it was very poor…the teachers come and teach us grammar…we are very good in grammar by the way…but in the UK I was better than many of the British people in grammar…but we were not taught conversation how to speak and communicate…I believe the methods were very poor…if the teachers were taught good methods we would be better.

T18: Well, they [English teachers] are bringing their own experiences and bases to class room…and it is difficult in the beginning…English instruction was not participative or interactive and that was the hardest part…and you do not learn this way I believe.

Moreover, the University students have unveiled the pitfalls of the teachers of English in a critical tone. Teacher teaches the way they were taught, and the students become more vulnerable to teacher's idiosyncrasies. The participants kept:

T4: They [English teachers] know English but it is different because it is their foreign language…they have accents.

T18: Most of the English teachers speak with different accents…that were not representative of the British speakers.

These cases are very significant in designing foreign language curriculum and have pedagogical implications for teachers of English language. Researcher believes that it should be borne in mind that the aims and objectives of foreign language syllabic ought to be based on the students' needs assessment. They also should be incorporated in the curriculum as being equally significant. This also requires a great deal of oral-aural training in the language class room to promote second language proficiency. Of direct relevance is the explication of cultural shocks, the participants experienced upon arrival in the United Kingdom which emerged as a finding of this study. At this point, the participants were not ready yet and prepared for the new environment. This was the most disturbing aspect about trying to establish them in the UK. Therefore, in order to cultivate proper attitudes and ease the stress of adjustment to the new environment.   The most significant step is the infusion of the United Kingdom culture necessary in English language classes. Indeed, the basic culture one can adjust but to behavior, which is the basic manifestation and the most significant consequence of culture.   As Storti (1989, p.14) mention it, "it is culture as encountered in behavior that we must learn to live with". On the other side, culture is not only manifesting in how people behave but in how they express themselves as well (Storti, 1989, p.89). The interact relationship between language and culture should not be underestimated by focusing solely on grammar or expression acquisition.   That is to say, that English should be taught in a meaningful way, in the way it is used by its speakers since most cultural notions are reflected in a real language use rather than in formal instruction. This means that the different motivations and attitudes of the Arab students in the UK. Universities are a result of intervening factors of this population. In the conclusion of her study of the Arab University students, Meloni (1990) says that the idea stands out clearly in University Arab students is their preoccupation with human relations; i.e. parents and friends are extremely significant to them. She puts it: Faculty and administrators should do all they can to bring these students into contact with American community…by making special offers to learn more about the Arab students to facilitate their adjustment…USA Universities will enrich the lives not only of the foreign students but also of the American students as well. (p. 19).This summary is congruent with implications of this investigation. It is found that Arab students are annoyed by "provincialism" where by Arab students develop many unfavorable attitudes toward American. It is similarly happened to the North African Arab students at Leeds University in the UK. Consequently, in order to foster positive intercultural attitudes of two sides, contact among Arabs and the UK should be encouraged and promoted. There is one way to do that is to thwart intolerance, stereotypical categorization, and hasty judgments as so to bridge the gap between the two cultures. This requires highly qualified bilingual teachers who have the potential to assist students grow bilingually and bicultural. Overall, while answering the research questions addressed, this investigation posed many methodological questions with regard to different cases in foreign language education as practiced in the North Africa Arab states across the Arab world. But, this study serves as a strong basis for further research in many ways. For example, quantitative instrument is to explore motivations and attitudes in the study of English as a foreign language.

5.3 Recommendations for further research

The same approach can be used in future research. It is recommended that such an approach is utilized to study the context in which English instruction takes place including teachers, schools and students' parents, all of which might assist in providing further evidence about cases relating to attitudes and motivations. The second one is, this investigation appeals to curriculum designers to promote effective teaching on English language. In other words, this recommendation rests on the students' demands and needs assessment Finally, researcher recommended that Arab schools ought to adhere to their language polices, which should enable learners to have opportunities to practice English in their schools, as the schools are the only place in the Arab states.

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