ABSTRACT
        A study investigated beliefs about second language learning
held by 27 adult students and 10 teachers of Arabic at the Yemen Language
Center. The survey instrument consisted of 5 demographic statements and 47
statements concerning language learning in a Likert-type scaled response
format. Results indicate students and teachers generally agreed with 16
statements and generally disagreed with 11. Areas of difference between
teachers and students included error correction, use of translation, and
future use of the language learned. The findings are seen as generally
supportive of second language requirements, and suggestive that teachers and
students must identify, organize, and exploit their language learning
beliefs, information useful in curriculum content and design, instructional
methods, and articulation across learning levels. Contains 27 references.
Yemen Language Center curriculum information, the survey form (in both
English and Arabic), and response tabulations are appended. (MSE)

STUDENTS AND THEIR TEACHERS OF ARABIC: BELIEFS ABOUT LANGUAGE LEARNING

Patricia S. Kuntz

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2

Abstract

This paper investigates the beliefs about language learning held by students and their teachers of Arabic at the Yemen Language Center (Yemen). Based in part upon the research design and instrument of Elaine Horwitz (University of Texas-Austin), this paper compares the results from students and their instructors of Arabic at one institution. This research identifies the most strongly rated beliefs. Findings of this study provide preliminary evidence that, in the case of this sample, students and their instructors of Arabic hold many similar beliefs about language learning; however significant differences in responses do exist.

STUDENTS AND THEIR TEACHERS OF ARABIC:
BELIEFS ABOUT LANGUAGE LEARNING

This study examines beliefs held by adult students and their
teachers of Arabic. It identifies certain priorities between
students and teachers in their beliefs, describes effects that
such beliefs may have on language learning, and suggests beliefs
that promote language proficiency. The *Kuntz-Rifkin Instrument*
(KRI) utilized in this study is expanded from the *Beliefs About
Language Learning Inventory* (Appendix B - Surveys). The research
questions are:

1.   What are the strongly rated statements about language
        learning for students and their teachers of Arabic?

2.   Are there significant differences in statement responses of
     students and their teachers of Arabic?

This article describes belief theory, summarizes the
instructional situation for each sample, outlines the method of
research, discusses the results, and ends with implications.

Beliefs and Literature Review

"Beliefs" are defined in this study as notions about
language learning that adults have acquired. Since the learning
of students and teachers is filtered through their own
subjectivity, their socialization, and their education in their
first language, understanding beliefs about language learning may
increase the efficiency of the acquisition process.

Research on beliefs about language learning has evolved from
investigations of students, to studies of teachers, and finally
to a comparison between the two groups. In the past, foreign

language researchers (Horwitz, 1988; Park, 1995; Truitt, 1995;

Tumposky 1991; Yang, 1992) identified beliefs about language

learning held by students of commonly taught languages (English,

French, German, and Spanish). Their results suggest that such

assumed beliefs may be erroneous or even detrimental to learning

(Horwitz 1988). Several researchers (Fox, 1993; Horwitz, 1985)

also examined the different responses to statements as reported

by teachers of French or Spanish. More recently, Kern (1995)

conducted a comparative study of students of French with teachers

of French at the same university in the United States.

Only one scholar of Arabic has addressed the issue of

student beliefs about the language acquisition process (Belnap,

1993 & 1987). Student beliefs about language learning have begun

to generate concerns about program design at institutions that

teach Arabic. Heretofore, no one has compared the beliefs

students studying Arabic overseas with their Arabic nationals as

instructors. Therefore, identifying student and teacher beliefs

may enable teachers to devise learning and teaching strategies

that support or correct beliefs, improve student proficiency, and

redesign programs.

Yemen Language Center

The Yemeni Ministry of Education officially authorized the

establishment of the Yemen Language Center (YLC) in March, 1989.

The YLC staff teach Modern Standard Arabic and Yemeni Arabic

(colloquial) to adults including residents in Yemen and visiting

students. There are four terms annually, lasting from 10-12

weeks and consisting of nine instructional levels. Typically,

instructors hold small classes of three to six students or offer

tutorials. The amount of contact time varies according to the

level of student proficiency (Appendix A - Class Time). Students

may receive a certificate after completing one course. All the

teachers speak Arabic as their first language and hold a B.A.

degree. The amount of Arabic-language instructional experience

varies. For instance, some teachers have worked as language

trainers for the U.S. Peace Corps while others have inspected

precollegiate language programs for the Ministry of Education.

Every five weeks, the staff provide a day excursion to a

historical site. Typically, students live in YLC hostels where

often they speak English.

Method

The KRI survey (with an English and Arabic version) was

designed to identify beliefs. It comprised five demographic

statements in addition to 47 statements designed in a Likert 5-

scale, closed-ended format. This scale measured the strength of

student agreement with each statement. For purposes of data

analysis, a choice was equated to numbers as follows:

(a) strongly agree   =   1
(b) agree   =   2
(c) neutral (neither agree nor disagree)   =   3
(d) disagree   =   4
(e) strongly disagree   =   5

The sample comprised students and teachers from the YLC

(Table 1).   In October, 1996, the author administered the

English version of the survey to students on the first day of

classes prior to the placement tests at the YLC.   After

translating the survey into Arabic, the author asked the teachers

during the fourth week of instruction to complete the survey.

The response rate for students was about 68% while the rate for

instructors was 100%.

The demographic data showed some differences (Table 1).   For

example, students tended to be older than their instructors.

Most students were females who spoken English as their first

language.   Both students and teachers had studied a foreign

language.

Table 1   Demographic Characteristics for Students and Teachers

		Students N=27	Teachers N=10
Sample size			
C.	Sex (males)	44%	80%
	Sex (females)	56%	20%
D.	Age (18-22 years)	44%	0%
	Age (26+ years)	30%	22%
E.	Previous study of ARABIC	92%	NA
F.	Previous study of any language	92%	100%
G.	Mother tongue English	74%	0%

Statistical analyses comprised descriptive analyses

(frequencies, means, and standard deviations) to match the

procedures done by other researchers (Fox, 1993; Horwitz, 1988;

Kern, 1995; Park, 1995; Truitt, 1995; Tumposky, 1991; Yang,

1992).   Since this sample size was small, the author planned a

non-parametric statistic (Kruskal-Wallis) to test the hypothesis

that there would be differences in responses between students and

teachers.   The decision point was an $\alpha = 0.05$.

Results

    Results from the students and teachers reveal some

differences (Appendix C - Majority Responses).

1.   *What are the strongly rated statements about language*

       learning for students and their teachers of Arabic?

    Among this sample, responses greater than 50% yielded

polarities within the AGREEMENT and DISAGREEMENT categories

(Table 2).

Table 2   Consensus Responses for Statements from Students and
           Teachers

	Students N=27	Teachers N=10
Sample size		
AGREEMENT		
17-Important to repeat & practice	100%	100%
11-Better to learn FL in country of FL	100%	100%
1-Child learn FL better than adults	96%	100%
40-Interested in culture of people	96%	100%
31-Learning FL to know FL speakers	89%	70%
3-Some FL easier to learn than other	85%	90%
13-Guessing is OK	85%	89%
25-Learning FL differs from other subjects	85%	90%
6-Will learn this FL very well	78%	100%
12-If heard language, would speak it	78%	90%
23-Knowing FL will bring job opportunities	74%	100%
41-Interested in econ/po.of country	74%	56%
39-FL will be helpful professionally	67%	78%
2-Some people born with special FL ability	64%	80%
8-Knowledge of FL culture necessary	64%	60%
27-If speak FL well, will get good job	54%	100%
***		
46-Plan to travel to country of FL	90%	
10-It easier to learn FL2 if learned FL	89%	
*4-This FL is difficult to learn	70%	
34-Everyone can learn a FL	68%	
===		
7-Speak with an excellent accent		90%
15-I have a FL aptitude		100%
19-Mistakes are hard to rid later		80%
20-Learning FL is learning grammar		60%
16-Learning a FL is learning vocabulary		70%

	Students N=27	Teachers N=10
Sample size		
DISAGREEMENT		
9-Do not speak until correct	100%	80%
35-To read in FL, must know all words	96%	89%
36-To listen in FL, must know all words	92%	90%
38-Distant ancestors knew this FL	89%	80%
5-FL structured in same way as English	85%	67%
42-FL requirement for graduation	80%	67%
43-FL necessary for fellowship	73%	67%
*47-Most important proficiency goal	60%	67%
44-Friends and relatives speak the FL	56%	56%
32-People who speak FL are intelligent	52%	60%
30-My country's people think FL is important	52%	90%
***		
33-My country's people are good learners	56%	
26-Learning FL is translating from English	85%	
20-Learning FL is learning grammar	73%	
16-Learning a FL is learning vocabulary	52%	
19-Mistakes are hard to rid later	69%	
29-People good in math/science not in FL	56%	
22-Women better FL learners than men	56%	
===		
45-The quality of instruction is excellent		56%
18-Feel self-conscious speaking FL		60%

*4, 14, 47 = specific answers

2.   *Are there significant differences in statement responses of*

students and their teachers of Arabic?

Results show that significant differences do exist for

responses for students and their teachers. A comparison of

responses reveal differences for 10 statements or 21% of the

survey (Table 3).

Table 3   Significant Statements for YLC (Kruskal-Wallis)

	Students N=27	Teachers N=10
Sample Size		
	AGREE	
10. It easier to learn FL2 if learned FL	15.69	25.80
46. Plan to travel to country where FL spoken	15.87	26.39

		DISAGREE	
5.	This FL is structured the same as English	22.00	8.00
15.	I have a FL aptitude	22.04	9.30
19.	Mistakes are hard to rid later	21.81	9.90
27.	Speaking well will get a good job	21.77	10.00
20.	Learning FL is learning grammar	21.27	11.30
26.	Learning a FL is translating from English	21.02	11.95
32.	People who speak FL are intelligent	21.50	12.25
9.	Do not speak until correct	20.77	12.60

$p < 0.05$

Discussion

This section addresses important statements to which the students and teachers responded strongly and the significant differences between the responses from students and teachers followed by pedagogical suggestions.

Agreement. In terms of strong agreement, responses from students and teachers showed agreement with 16 statements (Table 2). These respondents, like other adults studying the commonly taught languages (CTL) (Fox, 1993; Horwitz, 1988; Kern, 1995; Tumposky, 1991; Yang 1992) and the LCTLs (Kuntz, 1996), reported strongest agreement with (17) "It is important to repeat and practice a lot." Both students and teachers seem to recognize that "time on task" is critical for learning. In fact, some students may become uncomfortable if their teacher does not create a variety of drills for in-class practice, such as a Gouin series, oral repetition, pattern practices, and auditory discrimination.

These respondents also indicated strong agreement with (11) "It is better to learn a FL in the foreign country." In previous studies, adult learners of the CTLs (Fox, 1993; Horwitz, 1988;

Kern, 1995; Tumposky, 1991; Yang, 1992) and of the LCTLs (Kuntz,

1996) did not report their highest percentage of agreement for

this statement. Since these respondents indicated that they

could learn more language abroad, this information may explain

why these adults may not feel adequately trained even by native-

speakers. For instance, to compensate for a dearth of Arabic

language materials about the target culture at home, these

respondents may recognize that they need to have additional

contacts with people and culture in order to better learn a

language. Recent study-abroad program research reports mixed

results concerning the best location for effective language

acquisition. This belief apparently exists despite evidence from

research (Freed, 1995; Brecht et al., 1993) of U.S. overseas

study programs that in-country study is not necessarily better

than study in North America or Europe or even beneficial at all.

On the other hand, there were some statements that all

teachers agreed with but not all the students. The teachers

showed 100% agreement with following statements:

1.   It is easier for children than adults to learn a FL;
6.   I believe that I will ultimately learn to speak this
     language very well;
15. I have a FL aptitude;
23. If I get to speak this language very well, I will have many
     opportunities to use it;
27. If I learn to speak this language well, it will help me get
     a good job;
40. I am interested in the culture of people who speak this
     language.

The teachers' responses to (1) "It is easier for children

than adults to learn a FL" are in line with findings revealed in

other studies (Ferguson & Huebner, 1989; Fox, 1993; Horwitz,

1988; Kern, 1995; Park, 1995; Tumposky, 1991; Truitt, 1995; Yang, 1992). The results of current research on language acquisition such as brain development and lateralization are fairly common knowledge. Even if these results are not fully understood or identified by name, teachers in this study may have had some contact with this notion.

However, research does seem to show that adult students may learn a foreign language well. Although adults may not attain a native-like pronunciation, they have greater abilities than do children to understand and apply linguistic and cultural rules (Krashen et al., 1982). Colloquial sensitivity particularly for Arabic is critical for communication.

To this end, having a foreign language aptitude (15) "I have a FL aptitude" may or may not enhance language learning if the motivation is not positive. Furthermore, teachers' responses may reflect their broader interpretation of language aptitude versus the concept that students may hold.

Teachers appeared to be more optimistic than their students about future use of Arabic. Two statements demonstrated this optimism: (23) "If I get to speak this language very well, I will have many opportunities to use it" and (6) "I believe that I will ultimately learn to speak this language very well." The strength of their response may reflect the fact that they are employed in positions in which they use Arabic.

The common response for (40) "I am interested in the culture of the people who speak this language" reinforces the current

focus on integrating culture into daily lessons (Frye & Garza,

1993; Kramsch, 1993). In the past, under the influence of

grammar-translation and audio-lingual methods, culture was often

limited to advanced level classes in the form of literature or to

discussions in English as a supplement to a textbook chapter or

unit. Currently, the study of culture no longer deals with only

"big C culture" (i.e., literature, history, art, and music), it

now includes "little C culture," such as typical behavior and

daily activities, and it embraces various speakers and cultures

around the world (Omaggio, 1993; Rivers, 1981).

Finally, consensus among both students and teachers is

evident in the following statements:

2. Some people are born with a special ability which helps them
    learn a foreign language;
3. Some languages are easier to learn than others;
8. It is necessary to know the foreign culture in order to
    speak the foreign language;
12. If I heard someone speaking the language I am trying to
    learn, I would go up to them so that I could practice
    speaking the language;
13. It is okay to guess if you do not know a word in the foreign
    language;
25. Learning a foreign language is different from learning other
    school subjects;
31. I would like to learn this language so that I can get to
    know its speakers better; and
41. I am interested in the politics and/or economic systems of
    the country (countries) where this language is spoken.

Since the pedagogical implications of these beliefs are apparent

to teachers, there should be consistency between beliefs and

instruction.

In this study, both groups showed strong agreement with (3)

"Some FLs are easier to learn than others" as do students and TAs

in other studies (Fox, 1993; Horwitz, 1988; Kern, 1995; Truitt,

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1995; Yang, 1992). Research concerning different lengths of acquisition time needed for different groups of languages corroborates this finding. Since Arabic and English is a very difficulty pairing, teachers will need to spend more time working on phonological, morphological, syntactic, and semantic patterns than would their peers who teach romance languages to English-speakers for example.

Respondents agreed with (13) "It's okay to guess if you don't know a word in the FL." To make the most of this belief, teachers can help students make "educated" guesses. For instance, teachers might encourage students to guess words from the context of the text and then ask them to explain their rationale (think-aloud protocol) to help other students understand the cognitive process. Or, teachers might create activities for students to apply morphological and semantic patterns to new situations.

These respondents agreed with statement (25) "Learning a FL is different from learning other school subjects." Adults accustomed to class lectures or general discussion may find that oral participation, pair work, daily homework, and weekly quizzes require a different set of learning strategies and self-discipline not used in other academic subjects.

Respondents indicated agreement with (31) "I would like to learn this language so that I can get to know its speakers better" and (41) "I am interested in the politics and/or economic systems of the country (countries) where this language is

spoken." These responses may derive from these adults

envisioning needs to communicate with nationals for research or

employment purposes.

Disagreement.   Responses from these adults showed

disagreement for 10 statements (Table 2). The only 100%

disagreement response occurred for students as (9) "You shouldn't

say anything in the FL until you can say it correctly." This

strong disagreement suggests the importance that students place

on risk-taking and cultivating their creativity to circumlocute

meaning.   It also implies that students should trust their

ability to apply rules of grammar and vocabulary to new

situations. When both teachers and students disagree with this

statement, as is the case for this sample, students may feel safe

in exploring the colloquialisms of the language and its cultural

underpinnings.

Consensus responses from teachers and students indicated

disagreement for an additional eight statements:

30. People from my country think that it is important to speak a
    foreign language;
35. In order to read something in a foreign language, you have
        to know all the words;
36. In order to listen to something in a foreign language, you
    have to know all the words;
38. I have distant ancestors who spoke this language;
39. it will be helpful to me professionally;
42. I need to fulfill a foreign language requirement for
    graduation;
43. to qualify for a fellowship or some kind of funding for my
    education; and
44. I have friends or relatives who speak it.

 Responses from these teachers and their students do not

appear to indicate a frustration in not knowing all vocabulary--

(35/36) "In order to read/to listen to something in a FL, one
must know all the words." Recently, teachers have developed
strategies to help students learn how to read and to listen for
different purposes. Often these strategies do not require
students to memorize lists of vocabulary or to depend on
dictionaries or glosses. Most likely, these students expect to
acquire a proficiency in listening and reading (receptive skills)
(Alosh, 1992).

In contrast to the growing trend among some educators
concerning academic requirements, these respondents disagreed
with (42) "I need to fulfill a FL requirement for graduation" and
(43) "[I] qualify for a fellowship or some kind of funding for
[my] education." These findings may reflect changes in
government support for the study of Arabic. With the rise in the
cost of living and tuition, administrators now award very few
language fellowships and only on a semester/quarter basis.

In summary, the results from these respondents indicated a
consensus on 25 statements (53% of survey). These statements may
be the ones that educators could address as common beliefs for
students and teachers.

Significantly different statements. Several differences
require discussion (Table 3). In contrast to pedagogical trends,
teachers, unlike their students, indicated less disagreement for
the statement concerning error correction (19) "If you are
allowed to make mistakes in the beginning, it will be hard to get
rid of them later on." They may still be adhering to Skinnerian

theory of reinforcement of behavior as applied to grammar.
Teachers may want to familiarize themselves with current research
on error-correction.

Teachers also disagree less strongly than students with (26)
"Learning a FL is mostly a matter of translating from English."
These teachers may have been taught in a grammar-translation
methodology and have difficulty using or are not familiar with
other methods that emphasize oral communication. Perhaps their
students perceive that the structure and the culture of Arabic
are very different from their own; therefore, they cannot learn
Arabic by translating from English. Particularly, in the case of
Arabic, the various diglossia confound the process of translation
(Abachi, 1988; Badawi, 1985; Omran, 1983).

In contrast to students, the teachers agreed less strongly
with (46) "I plan to travel to a country where this language is
spoken." This response may reflect their situation of living in
the target culture and their economic limitations. As a result,
teachers in Arab countries may not appreciate their students'
interests and motivations for studying overseas. Only within the
past decade have universities in North America and Europe
organized courses for their students to Arab countries. To build
on students' beliefs in the values of overseas studies, teachers
need to know how to interpret appropriately what their students
experience and how to interact with these experiences as
important and relevant to the teacher's culture.

Implications

Knowledge of the strength of these student and teacher beliefs is crucial for teachers (Tedick & Walker, 1994), for textbook writers (Amayreh, 1984), and for curriculum developers if they are to meet students' goals and expectations of language study. In response to findings in this present study concerning beliefs about language, employment, and culture, teachers might try to develop student knowledge in using varied learning strategies that include both non-verbal and verbal communication (Crookall & Oxford, 1990). Recently, various public and private organizations have offered funding specifically for teachers of Arabic to develop materials that incorporate multiple types of language-learning strategies. This research may suggest that students do know when they are learning and even may be able to articulate when specific strategies work well.

Current language acquisition research corroborates most of these findings. By collaborating with scholars and textbook publishers of Arabic concerning curriculum and instructional strategies that address these statements, instructors of Arabic may reduce the amount of time necessary to create lessons, develop programs, and train teachers.

Limitations

Several limitations in this study need mentioning. First, the sample was small which underscores the difficulty of conducting quantitative research concerning Arabic overseas.

Second, the data for the two groups were not collected at the same time.

In the future, the administrators of Arabic programs might design studies to compare responses from matched classes of a teacher and students at subsequent levels of instruction in order to learn more specifically the expectations of both teacher and students. A cohort study would be appropriate to determine the change or modification of beliefs made by teachers and students over the course of the program. In addition, a survey of administrators would enable scholars to ascertain if there are mismatches in beliefs among educators, teachers, and their respective students.

Conclusions

In general, these results may be seen as support for foreign language requirements (Freed, 1993). With this sample, this study demonstrates that differences do exist in students' and teachers' beliefs. Both teachers and students must identify, organize, and exploit the positive beliefs that they hold about learning a language. Such knowledge may help to determine or modify course content, lesson sequence, teaching methods and materials, and even articulation across levels of instruction and institutions. In addition, this knowledge of beliefs makes it possible for teachers to create a mode of instruction in which students' needs and goals are satisfied. Arabic acquisition may now be understood in terms of the beliefs that both students and

teachers have for their lessons, their control over the curriculum, and their sense of progress within their class. With joint effort, students, teachers/authors, and administrators of language institutions around the world can improve teaching effectiveness so that students of Arabic can attain an advanced level of understanding and proficiency and become lifelong Arabic speakers.

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Appendix A

Class Time for Acquisition by Language Difficulty[1]

Intermediate rating - 1   (Minimal Proficiency)
    Able to satisfy routine travel needs and minimum courtesy
    requirements. Can ask and answer questions on very familiar
    topics. Errors in pronunciation and grammar are frequent.
    Speaking vocabulary inadequate to express anything but
    elementary needs. Can be understood by "native" speaker
    used to dealing with foreign speakers.

Advanced rating - 2   (Limited Working Proficiency)
    Can narrate and describe in the past, present, and future.
    Can sustain long discourses. Uses circumlocutions. Speech
    and writing in paragraphs. Discussion on concrete topics.
    (biographies, life, work, feelings, current events) Ability
    to live off economy necessary for work or research. Able to
    deal with complex survival issues. Great sensitivity with
    the culture and sociolinguistic competence. Capable of
    translation and paraphrasing. Errors comprehensible to
    "natives" NOT used to dealing with foreigner.

Superior rating - 3   (Professional Proficiency)
    Can handle unknown topics and situations, give opinions,
    hypothesize, give explanations, and detailed descriptions.
    Errors rarely interfere with comprehension or disturb
    educated "native" speaker. Strategic and discourse
    competency high. Sociolinguistic competency (register
    shifts) is still evolving.

MOST DIFFICULT LANGUAGE (IV)

Arabic	Intermediate Proficiency	480 hours
(Japanese,	Intermediate High Proficiency	720 hours
Chinese, Korean)	Advanced Proficiency	1320 hours
	Superior Proficiency	2600 hours

Yemen Language Center

I	Beginning - 101, 102, 103 Arabic	
	200 min. x 5 days/wk x 10 wks x 3 qts	= 500 hrs.
II	Intermediate - 204, 205, 206 Arabic	
	200 min. x 5 days/wk x 10 wks x 3 qts.	= 500 hrs.
III	Advanced - 307, 308, 309 Arabic	
	100 min. x 5 days/wk x 10 wks x 3 qts.	= 250 hrs.
Total YLC		**1250 hours**

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[1]Classification recommended by Foreign Service Institute,
Defense Language Institute, the Inter-Agency Language Roundtable,
American Council on the Teaching of Foreign Languages, and the
Educational Testing Services.

Appendix B

BELIEFS ABOUT FOREIGN LANGUAGE LEARNING
(KRI Survey)

Use a #2 pencil and respond to the following statements in the
boxes marked "Special Codes" by darkening the appropriate
response circle on the answer sheet.

C.   What is your sex:
      0 = Male   1 = Female

D.   What is your age by years? age in years:
      0 = 17/younger 1 = 18-22   2 = 23-25   3 = 26 or older

E.   Have you ever studied ARABIC formally?
      0 = NO   1 = YES

F.   Have you ever studied any other foreign language before?
      0 = NO   1 = YES

G.   What is your first (mother) language?
      0 = Arabic   1 = English   2 = French   3 = German
      4 = Japanese   5 = Russian   6 = Spanish   9 = Other

I.   What is the discipline of your highest degree?
      0 = agriculture   1 = anthropology   2 = education
      3 = ESL   4 = lang/lit.   5 = pol. science
      6 = sociology   7 = medicine   8 = music
      9 = other

LEARNERS' BELIEFS ABOUT LANGUAGE LEARNING

For statements 1-3, read the following statements and mark your answer sheet with the one letter which corresponds most closely to your assessment of each statement.

(A) Strongly agree   (B) Agree   (C) Neutral   (D) Disagree
    (E) Strongly disagree

1.   It is easier for children than adults to learn a foreign
        language.
2.   Some people are born with a special ability which helps them
        learn a foreign language.
3.   Some languages are easier to learn than others.

***

4.   The language I am trying to learn is:
     A = Very difficult
     B = Difficult
     C = Medium difficulty
     D = Easy
     E = Very Easy

For statements 5-13, read the following statements and mark your answer sheet with the one letter which corresponds most closely to your assessment of each statement.

(A) Strongly agree   (B) Agree   (C) Neutral   (D) Disagree
    (E) Strongly disagree

5.   The language I am trying to learn is structured in the same
        way as English.
6.   I believe that I will ultimately learn to speak this
        language very well.
7.   It is important to speak a foreign language with an
        excellent accent.
8.   It is necessary to know the foreign culture in order to
        speak the foreign language.
9.   You should not say anything in the foreign language until
        you can say it correctly.
10. It is easier for someone who already speaks a foreign
        language to learn another one.
11. It is better to learn a foreign language in the foreign
        country.
12. If I heard someone speaking the language I am trying to
        learn, I would go up to them so that I could practice
        speaking the language.
13. It is okay to guess if you do not know a word in the foreign
        language.

***

14. If someone spent one hour a day learning a language, how
        long would it take him/her to become fluent?
     A = less than a year
     B = 1-2 years
     C = 3-5 years
     D = 5-10 years
     E = you can't learn a language in 1 hour a day

For statements 15-46, read the following statements and mark your
answer sheet with the one letter which corresponds most closely
to your assessment of each statement.

(A) Strongly agree   (B) Agree   (C) Neutral   (D) Disagree
     (E) Strongly disagree

15. I have a foreign language aptitude.
16. Learning a foreign language mostly a matter of learning many
        new vocabulary words.
17. It is important to repeat and practice often.
18. I feel self-conscious speaking the foreign language in front
        of other people.
19. If you are allowed to make mistakes in the beginning, it
        will be hard to get rid of them later on.
20. Learning a foreign language is mostly a matter of learning a
        many of grammar rules.
21. It is important to practice in the language laboratory.
22. Women are better than men at learning foreign languages.
23. If I speak this language very well, I will have many
        opportunities to use it.
24. It is easier to speak than understand a foreign language.
25. Learning a foreign language is different from learning other
        school subjects.
26. Learning a foreign language is mostly a matter of
        translating from English.
27. If I learn to speak this language very well it will help me
        get a good job.
28. It is easier to read and write this language than to speak
        and understand it.
29. People who are good a t math and science are not good at
        learning foreign languages.
30. People from my country think that it is important to speak a
        foreign language.
31. I would like to learn this language so that I can get to
        know its speakers better.
32. People who speak more than one language well are very
        intelligent.
33. People from my country are good a learning foreign
languages.
34. Everyone can learn to speak a foreign language.
35. In order to read something in a foreign language, you have
        to know all the words.

36.   In order to listen to something in a foreign language, you
         have to know all the words.
37.   It is easier to read and understand (listen) in this
         language than it is to speak and write in it.

***

I am interested in studying this language....
38. because I have distant ancestors who spoke this language.
39. because it will be helpful to me professionally.
40. because I am interested in the culture of the people(s) who
         speak this language.
41. because I am interested in the politics and/or economic
         systems of the country (countries) where this language
         is spoken.
42. because I need to fulfill a foreign language requirement for
         graduation.
43. to qualify for a fellowship or some kind of funding for my
         education.
44. because I have friends or relatives who speak it.
45. because the quality of instruction in this language is
         excellent.
46. because I plan to travel to a country where this language is
         spoken.

***

For statement 47, use the scale provided. Mark the letter which
corresponds most closely to your assessment.

47.   My MOST important goal in studying this language is to
         develop the ability to:
         A = read and write (not speak)
         B = participate in short, simple conversations of an
                informal nature
         C = participate in more formal discussions
         D = function as a native speaker or interpreter
         E = understand the culture of the people who speak this
                language

أفكار عن تدريس اللغات

اختار الحرف أوالرقم الذي يصف حالتك :

C. النوع :   ٠ = ذكر   ١ = أنثى

D. العمر :   ٠ = ١٧ أو أقل   ١ = ١٨ – ٢٢   ٢ = ٢٣ – ٢٥

   ٣ = ٢٦ – ٣٠   ٤ = ٣٠ أو أكثر .

E. هل درست اللغة العربية بشكل منتظم (في مدرسة) ؟   ٠ = لا   ١= نعم

F. هل درست اللغة العربية من قبل؟   ٠ = لا   ١= نعم

G. ما هي لغتك الأصلية ؟   ٠ = العربية   ١= الانجليزية   ٢= الفرنسية   ٣= الالمانية

   ٤= اليابانية   ٥= الروسية   ٦= الاسبانية   ٧= لغة أخرى

H. ما وظيفتك ؟   ٠= مدرّس   ١= طالب

I. ما هو موضوع مؤهلك الأخير ؟

   ٠= الزراعة   ١= علم الانسان   ٢= تعليم وتربية

   ٣=ESL   ٤= التاريخ   ٥= لغات/ آداب

   ٦= العلم السياسي   ٧= علم الاجتماع   ٨= دراسات طبية

   ٩= الموسيقية   ١٠= موضوع آخر

_____

أ = أوافق بشدة .   ب = أوافق .   ج = لا أعرف .   د = لا أوافق .   هـ = لا أوافق بشدة .

١- من الاسهل للأطفال تعلّم لغة أجنبية أكثر من الكبار .   (أ. ب. ج. د. هـ)

٢- ولدبعض الناس بموهبة خاصة تساعدهم على تعلم لغات أجنبية .   (أ. ب. ج. د. هـ)

٣- بعض اللغات أسهل من اللغات الاخرى .   (أ. ب. ج. د. هـ)

٤- اللغة التي أحاول أن أدرِّسها :

أ= صعبة جداً   ب= صعبة   ج= متوسطة   د= سهلة   هـ = سهلة جداً   (أ. ب. ج. د. هـ)

٥- اللغة التي أحاول أن أدرِّسها تشبه في قواعدها لغتي الرسمية .   (أ. ب. ج. د. هـ)

٦- أعتقد بأني سأتمكن من تدريس طلابي ليتحدثوا اللغة العربية بشكل جيد.   (أ. ب. ج. د. هـ)

٧- من الممكن أن نتكلم اللغة الاجنبية بنطق سليم .   (أ. ب. ج. د. هـ)

٨- من الضروري أن نعرف الثقافة الاجنبية لكي نتكلّم اللغة الاجنبية .   (أ. ب. ج. د. هـ)

٩- لا تتكلّم لغة أجنبية حتى تجيدها بشكل صحيح .   (أ. ب. ج. د. هـ)

١٠- من الاسهل لأي شخص يتكلّم لغة أجنبية أن يعرف لغات أخرى .   (أ. ب. ج. د. هـ)

١١- من الافضل أن الطالب يدرس لغة أجنبية في بلدها.   (أ. ب. ج. د. هـ)

١٢- إذا سمعت شخصاً ما يتكلم اللغة التي أحاول أن أدرسها ،

أحاول أن أسرع إليه وأبدأ بممارسة اللغة معه .   (أ. ب. ج. د. هـ)

١٣- ليست مشكلة أن تخمّن إذا لم تعرف الكلمة الصحيحة في اللغة الاجنبية.   (أ. ب. ج. د. هـ)

١٤- إذا قضي شخص ما ساعة واحدة في اليوم في دراسة اللغة ، كم من

الوقت يجب حتى يتحدث اللغة بطلاقة .   (أ. ب. ج. د. هـ)

أ = أقل من سنة .   ب= ١-٢ سنتين .   ج= ٣-٥ سنوات .   د= ٥-١٠ سنوات .

هـ = هذه الطريقة مستحيلة .

_____

أ = أوافق بشدة .   ب = أوافق .   ج = لا أعرف .   د = لا أوافق .   هـ = لا أوافق بشدة .

١٥- عندي استعداد لتعلّم لغة أجنبية .   (أ. ب. ج. د. هـ)

١٦- المفردات هي الجزء الأهم في تعلّم لغة أجنبية .   (أ. ب. ج. د. هـ)

١٧- التكرار والتدريب مهم جداً .   (أ. ب. ج. د. هـ)

١٨- أشعر بخجل عندما أتكلّم لغات أجنبية أمام الناس .   (أ. ب. ج. د. هـ)

١٩- إذا تم التجاوز عن الخطأ في البداية فإنه من الصعب تصحيحه مستقبلاً . (أ. ب. ج. د. هـ)

٢٠- القواعد هي الجزء الأهم في تعلّم لغات أجنبية .   (أ. ب. ج. د. هـ)

٢١- من المهم أن نتدرّب في معمل اللغة .   (أ. ب. ج. د. هـ)

٢٢- النساء أحسن من الرجال في تعلّم اللغات الأجنبية .   (أ. ب. ج. د. هـ)

٢٣- إذا كنت تتكلّم لغة أجنبية جيداً فإن فرص استخدامها ستكون كثيرة .   (أ. ب. ج. د. هـ)

٢٤- من السهل أن نتكلّم لغة أجنبية أكثر من أن نفهمها .   (أ. ب. ج. د. هـ)

٢٥- تعلّم لغة أجنبية يختلف عن تعلم موضوعات أخرى في مدرسة .   (أ. ب. ج. د. هـ)

٢٦- الترجمة إلى لغتي الرسمية هي الجزء الأهم في تعلّم لغة أجنبية .   (أ. ب. ج. د. هـ)

٢٧- إن تعلّمت لغة أجنبية بشكل جيد فإنها تساعدني في الحصول على
وظيفة جيدة .   (أ. ب. ج. د. هـ)

٢٨- من الأسهل أن نقرأ أو نكتب اللغة العربية أكثر من تكلّمها أو فهمها .   (أ. ب. ج. د. هـ)

٢٩- الناس الماهرون في الرياضيات والعلوم ليسوا ماهرين في تعلّم لغة أجنبية . (أ. ب. ج. د. هـ)

٣٠- الناس في بلدي يعتقدون أنه من المهم أن نتكلّم لغة أجنبية .   (أ. ب. ج. د. هـ)

٣١- أريد أن أتعلّم لغة أجنبية لكي أقابل الناطقين بها .   (أ. ب. ج. د. هـ)

٣٢- الناس الذين يتكلّمون أكثر من لغة واحدة بشكل جيد أذكياء جداً .   (أ. ب. ج. د. هـ)

٣٣- الناس في بلدي جيدون جداً في تعلّم لغة أجنبية .   (أ. ب. ج. د. هـ)

٣٤- كل واحد يستطيع أن يتكلّم لغة أجنبية .   (أ. ب. ج. د. هـ)

٣٥- من الضروري أن نعرف كل الكلمات لكي نقرأ أشياء في لغة أجنبية .   (أ. ب. ج. د. هـ)

٣٦- من الضروري أن نعرف كل الكلمات لكي نستمع إلى أشياء في لغة أجنبية.(أ. ب. ج. د. هـ)

٣٧- من الأسهل أن نقرأ ونفهم لغة أجنبية أكثر من تكلّمها وكتابتها .   (أ. ب. ج. د. هـ)

_____

أريد أن أدرس لغة أجنبية ....

٣٨- لأن عندي أجداد تكلّموا هذه اللغة .   (أ. ب. ج. د. هـ)

٣٩- لأنها تساعدني بطريقة رسمية .   (أ. ب. ج. د. هـ)

٤٠- لأني أريد أن أفهم ثقافة الناس الذين يتكلمون اللغة الاجنبية في بلد اللغة . (أ. ب. ج. د. هـ)

٤١- لأني أريد أن أدرس نظام سياسة البلد أو نظام اقتصادها .   (أ. ب. ج. د. هـ)

٤٢- لأني أحتاج أن أدرس لغة أجنبية لكي أتخرّج .   (أ. ب. ج. د. هـ)

٤٣- لأني أتأهَّل لمنحة دراسية والمال مخصص لدراستي . (أ. ب. ج. د. هـ)

٤٤- لأن عندي أصدقاء أو أقرباء يتكلّمونها . (أ. ب. ج. د. هـ)

٤٥- لأن مستوى التدريس في اللغات الأجنبية جيد . (أ. ب. ج. د. هـ)

٤٦- لأني أنوي أن أسافر إلى بلد هذه اللغة . (أ. ب. ج. د. هـ)

٤٧- لأن هدفي الأهم في تعلّم لغة أجنبية هو أن أتمكّن من تطوير نفسي في :

أ- القراءة والكتابة .

ب- الاشتراك في محادثات قصيرة وبسيطة عن موضوعات غير رسمية .

ج- الاشتراك في محادثات رسمية .

د- الظهور كناطق بهذه اللغة أو مترجم لها .

هـ- فهم ثقافة الناس الذين يتكلّمون هذه اللغة . (أ. ب. ج. د. هـ)

٤

Yemen Language Center

Appendix C

Table 1   Majority Responses for Students at the YLC 1996

	Statement	Choice		n	%	Mean	SD
11.	Better to learn FL in country	strongly	agree	20	74.1	1.26	.45
17.	It is important to repeat and practice	strongly	agree	16	59.3	1.41	.50
40.	Interested in culture of the FL people	strongly	agree	16	59.3	1.44	.58
1.	Children learn a FL easier than adults	strongly	agree	16	59.3	1.48	.07
46.	Plan to travel to country where FL spoken	strongly	agree	15	55.6	1.67	1.00
6.	I will learn to speak this FL well	agree		16	59.3	2.04	.65
25.	Learning a FL differs from other subjects	agree		16	59.3	2.04	.98
31.	Learning a FL to know its speakers better	agree		15	55.6	1.78	.64
12.	If heard language, would speak it	agree		14	51.9	1.96	.71
23.	Speaking well will bring opportunities	agree		14	51.9	2.15	.91
36.	To listen in FL, must know all the words	disagree		16	59.3	4.33	.55
35.	To read in a FL, must know all the words	disagree		15	57.7	4.23	.71
20.	Learning FL is learning grammar	disagree		16	61.5	3.85	.61
9.	Do not speak FL until correct	disagree		18	69.2	4.69	.47
38.	Distant ancestors knew this FL	strongly	disagree	20	74.1	4.81	1.12
42.	FL requirement for graduation	strongly	disagree	15	60.0	4.20	1.26
43.	FL necessary for fellowship	strongly	disagree	14	53.8	4.08	1.23

N=27

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Table 2   Majority Responses for Teachers at the YLC 1996

Statement	Choice	n	%	Mean	SD
11. Better to learn FL in country	strongly agree	8	80.0	1.20	.42
17. It is important to repeat and practice	strongly agree	8	80.0	1.20	.42
1. Children learn a FL easier than adults	strongly agree	8	80.0	1.20	.42
3. Some FL easier to learn than other	agree	6	60.0	1.90	.88
5. This FL is structured the same as English	agree	5	55.6	2.56	1.13
6. I will learn to speak this FL well	agree	8	80.0	1.80	.42
7. Speak with an excellent accent	agree	8	80.0	2.20	1.03
25. Learning a FL differs from other subjects	agree	6	60.0	1.90	.88
12. If heard language, would speak it	agree	6	60.0	1.90	.88
13. Guessing is OK	agree	5	55.6	1.89	.93
15. I have a FL aptitude	agree	6	60.0	1.60	.52
19. Mistakes are hard to rid later	agree	6	60.0	2.20	1.03
20. Learning FL is learning grammar	agree	6	60.0	2.80	1.14
21. Practice in language lab. is necessary	agree	7	70.0	2.30	.95
22. Women better FL learners than men	agree	6	60.0	2.80	1.03
23. Speaking well will bring opportunities	agree	6	60.0	1.60	.52
30. My country's people think FL is important	agree	8	80.0	2.10	.74
39. FL will be helpful professionally	agree	5	55.6	2.11	.79
40. Interested in culture of people	agree	6	60.0	1.60	.52
36. To listen in FL, must know all the words	disagree	8	80.0	4.00	.47
35. To read in a FL, must know all the words	disagree	7	77.8	4.00	.50

N=10

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