

اتجاهات الطلبة العرب في جامعة أركنسا في الولايات المتحدة الأمريكية نحو اللغة الإنجليزية وأهلها في ضوء أحداث ١١ أيلول ٢٠٠١

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الملخص

هدفت هذه الدراسة إلى استقصاء اتجاهات الطلبة العرب في الولايات المتحدة الأمريكية نحو دراستهم في جامعة أركنسا في الولايات المتحدة الأمريكية، ونحو اللغة الإنجليزية وأهلها ونحو أعضاء الهيئة التدريسية في الجامعة، ونحو علاقاتهم بالأمريكيين وتوقعاتهم قبل وبعد أحداث ١١ أيلول ٢٠٠١م. ومعرفة ما إذا كان الطلبة العرب في الجامعة يحبذون العودة إلى بلادهم أو البقاء في أمريكا بعد إكمالهم الدراسة.

وقد استخدم الباحثان استبانة أعدت لأغراض الدراسة بعد أن تم التأكد من صدقها وثباتها. وتكونت عينة الدراسة من (٧١) طالباً ممن كانوا يدرسون في الجامعة.

وأظهرت نتائج الدراسة أن الطلبة العرب لديهم اتجاهات إيجابية عالية نحو الجامعة واللغة الإنجليزية، والأمريكيين، والدراسة في الولايات المتحدة الأمريكية، بالرغم من أحداث ١١ أيلول، إلا أن نتائج الدراسة أظهرت عدم الرضا وعدم موافقة الطلبة العرب في الجامعة على السياسة الخارجية للولايات المتحدة الأمريكية.

وبناءً على النتائج أوصت الدراسة باستقصاء أوسع لاتجاهات الطلبة العرب في جامعات أخرى وأماكن أخرى في الولايات المتحدة الأمريكية، وذلك قد يساعد على تحديد المشكلات التي قد يواجهها الطلاب العرب بعد أحداث الحادي عشر من سبتمبر في مختلف المناطق في الولايات المتحدة الأمريكية.

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Attitudes of Arab Students at the University of Arkansas in the USA towards the English Language and its Native Speakers in the Light of the Events of September 11, 2001

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Abstract

This study aimed at investigating the Arab students' attitudes towards their study at the University of Arkansas/Fayetteville in the USA. It also aimed at investigating their attitudes towards the English language and their faculty members, their relations with the Americans, and their expectations before and after September 11. The study also aimed at investigating whether the Arab students prefer to go back home after they finish their study or to continue living and working in the USA if they are given the opportunity.

For the purpose of this study, a questionnaire was developed. All its items were based on a 5-point "Likert-type" scale. Validity and reliability of the questionnaire was calculated. The sample of the study consisted of (71) students studying at the university.

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The results of the study indicated that Arab students' attitudes in the University of Arkansas were positive ones toward studying in the USA, the University of Arkansas, the Americans, and the English language. The Arab students expressed negative attitudes towards the USA foreign policy.

Depending on the results of the study, more investigation of Arab students' attitudes in other universities in the USA is recommended. This may help in identifying the problems that Arab students in different areas of the USA have faced after September 11.

Introduction

Students' attitudes towards the academic institute they study in, their faculty members, the country they study in, the college they belong to, and the way they are treated in the environment they study in, may play significant role in their achievement and their academic progress.

Much has been said following the events of September 11, 2001 about relationships or the need for better ones between and among Arab and American; Moslem, Christian, and Jew; and Middle East and Western nations. Much is being said about the need for international understanding in a world that is rapidly shrinking. In addition a topic of debate in almost every sector of policy planning is that of English language proliferation. There have developed extreme positions on each side of these debates with each position passionately supported by its proponents.

Hotly debated is the question of "What should be the role of English worldwide and within nations?" Some call for an end to the

spread of English and argue that a better worldview might be fostered if we all became multilingual (Skutnabb-Kangas, 2000). Complicating the issue is the fact that English language learner (ELLs) members of the debate are often ambivalent about their (and their institutions' or countries') need for English. Most authorities in the USA, at least at the level of federal or *nation-state* believe that knowledge of the English language is critical for the economic health of their economies.

English has become the "ex-officio" language of international business; many nations (and their language planners) believe that to participate in international business their citizens must have access to some variety of English. On the other hand, detractors say that the English-language impetus gives western nations such as Britain, Canada and the US undue advantage. Some hold that we should all learn a second language but not necessarily English. Some go so far as to assert that the proliferation of English in non-English states is a type of colonialism that results in language genocide (Skutnabb-Kangas, 2000:9). With such a belief people who move to live in a foreign country may not desire to learn the language of the majority unless there is a very good motivator (Cummins, 1989; Cummins & Danesi, 1990; Skehan, 1991). Moreover, the majority dominant group may not feel the need to learn the minority's language, especially if it is characterized as a low status language (Abu-Rabia, 1995:325). As a result, attitudes towards the second language and its native speakers have been studied over the last decades (Crookes & Schmidt, 1991; Dornyei, 1994; Oxford & Sheari, 1994; and McGroarty, 1996). Moreover, gender differences in attitudes towards second language learning have been witnessed (Loulidi, 1990; Bacon & Finnemann, 1992, Ellis, 1994; and Clark & Trafford, 1995, 996). Swan and Miccoli (1994:25) found that learners of L2 attitudes change throughout their

study, their limited English ability, the nature of classroom tasks, and their cultural background.

Society and especially those who are involved with policy or diplomacy in the USA need to understand the position of ELLs in there and on colleges' campuses there to better understand each other and the world. In order to truly understand the difficult relationships that have developed between Moslem nations and the US, attention must be paid to giving voice and agency to all participants to create a dialogue in which all parties are heard and "powerful". This may be the only way "to stem the phenomenon of negativity to one more appropriate and hopeful" (Lincoln, 2001: 20).

Many who are trying to understand the hostilities among factions of people in the Middle East believe that any hope of lasting peace among those nations, (and especially since 9/11), can only be occasioned when better understanding of cogent issues is brought to the table by both sides. What is a certainty in the aftermath of the events of 9/11 is that Americans to date have not understood the desperation that can create plethora of people willing to kill themselves and others to be "heard." These issues are part of what make the role of universities such as the University of Arkansas so crucial. Intellectuals and scholars from all parts of the discussion must come together in the academy to learn from each other in nonviolent ways. American scholars and students in the academic community must begin to recognize the benefit to both sides of the arguments that can result from an international scholarly presence.

Middle Eastern students attend classes throughout the university interacting every day with the greater academic community. In addition, they live in these greater communities; their children go to local schools,

participating in the routines of community life. Those benefits are at least two-fold. First, Americans come to know these visitors as people with families, similar hopes and dreams for their children much the same as anyone else (first and foremost usually is a desire for a peaceful future). Secondly, these guests in the US go home as "culture-teachers." They tell their friends, families, academic institutions and greater communities about Americans as "real" people with faces, names and hopes for a better future for their children.

In the fall of 2001, a Jordanian scholar came to the University of Arkansas as a graduate student in the University's King Fahd Middle Eastern Center. He and an American professor began a dialogue concerning attitudes and issues that might interfere with understanding among these concerned nations. They also began to raise questions as to how to better achieve understanding across cultures, ethnicities and language groups. This dialogue was intensified by the tragedy of September 11. The two academics created research surveys concerning issues related to this topic. This paper addresses the findings of a survey developed to investigate the perceptions of Arab students at the University of Arkansas towards the academic community where they have located. The study also aimed at investigating the Arab students' attitudes towards their study at the University of Arkansas/Fayetteville in the USA. It aimed at investigating their attitudes towards the English language, their relations with the Americans, and their expectations before and after September 11. The researchers hope that analysis of the data will increase understanding of cross-cultural issues both at micro- and macro-level.

The overarching questions that motivated this research are (in the aftermath of 9/11):

- (1) How do Arabs studying in the USA describe their attitudes towards the English language and its native speakers?
- (2) Are there significant differences in the Arab students' attitudes towards the University of Arkansas due to their gender and level of study?
- (3) Are there significant differences in the Arab students' attitudes towards the study in the USA due to their gender and level of study?
- (4) Are there significant differences in the Arab students' attitudes towards the English language due to their gender and level of study?
- (5) Are there significant differences in the Arab students' attitudes towards their relations with Americans due to their gender and level of study?
- (6) Are there significant differences in the Arab students' attitudes towards the USA foreign policy due to their gender and level of study?
- (7) Are there significant differences in the Arab students' attitudes towards the study in the University of Arkansas and USA as a whole due to their gender and level of study?

Most of us agree that attitudes affect people's behavior and performance. For students, attitudes toward faculty play vital roles in their educational and academic progress (Baniabdelrahman, 2003:231). One of the main factors that plays a significant role in students' academic progress and their achievement is how they perceive relationships with faculty members.

Arab students (as with many nations' people from around the globe) often hope to come to the US to further their studies. Many believe that a high quality of education at the university level in the US, and the democratic atmosphere that its citizens participate in, allows students to

study and succeed. The tragedy of September 11, though, has had different effects on different people. Some Arab students at US universities could now be studying under a pressure and fear of being forced to leave the country, for instance or for other reasons. Students from many Arab countries have recently been required to appear for interviews at the Immigration and Naturalization Service (INS).

Some who go home during their school breaks report to us that they have faced difficulties in returning to the university, perhaps because of changing US procedures in issuing visas, or possibly because their parents refuse to allow them to return because of concerns about changing relationships between the US and the Arab world. They could create for them new kinds of difficulties in their studies and their life in the US. It is possible that faculty members are also feeling tension and concern about these international students. Those tensions may be concern for the well being of Arab students. Whatever the focus of the tensions or whether there are no tensions, perceptions by either group can create nuances that are troubling and confusing. These circumstances could affect the Arab students' attitudes towards their study in the US and towards faculty members.

Variables of the Study

The dependent variable of the study was Arab students' attitudes towards the University of Arkansas, the USA, and the English language and its native speakers. The independent variables were the students' gender (male or female), and level of study (graduate or undergraduate).

Methodology of the Study

Because the whole number of the Arab students at the University of Arkansas was approximately 100, the researchers decided to include all of them in the study. Consequently, the researchers used the descriptive quantitative design to achieve the primary goals of the study.

Population and sample of the study

The population of the study consisted of approximately 100 Arab students at the University of Arkansas. The sample itself consisted of 72 Arab students who were enrolled in the university during the academic year 2002/2003. They were distributed over seven colleges and from seven Arab countries. There were students from these colleges and programs: 14 from education, 16 from the school of arts and sciences, 15 from science, 11 from engineering, 5 from business, 5 from an intensive English language program, and 1 from art. There were 59 male students and 13 female students. There were 25 students from Jordan, 5 from Palestine, 33 from Saudi Arabia, 3 from Syria, 4 from Qatar, 1 from UAE, and 1 from Oman. There were 58 graduate students and 14 undergraduates. 26 students had assistantships and 46 did not. There were also 38 students sponsored in some way by their home countries and 34 who were not sponsored.

Instrument and Data Collections

For the purpose of the study, a questionnaire was developed. All its items were based on a 5-point "Likert-type" scale. For the positive items, one meant strongly disagree, two disagree, three neutral, four agree, and five strongly agree while for the negative items, one meant strongly agree, two agree, three neutral, four disagree, and five strongly disagree. The questionnaire covered the following areas (1) study at the

University of Arkansas/Fayetteville; (2) attitudes towards the USA; (3) Arab students' expectations after and before September 11; (4) Arab students' attitudes towards their relations with Americans; (5) Arab students' attitudes towards learning English; and (6) Arab students' attitudes towards the USA policy.

Validity and Reliability of the Instrument

After developing the questionnaire, it was given to a jury of five professors and five Arab graduate students at the University of Arkansas for their recommendations and notes. Then the questionnaire was modified according to their notes; some items were added and some were deleted.

After the recommendations of the experts, the reliability of the questionnaire was calculated using cronbach alpha and found .814% which is statistically suitable for such a study. The repeated measure was not used in establishing the reliability because of the limited number of the subjects of the study (100 Arab students). It was not possible to ignore any of the students of the population of the study. After that, the researchers classified the questionnaire into subcategories and asked the experts to identify the items that could be included in each of the subcategories. All their notes were taken into consideration.

After classifying the items into the subcategories, the questionnaire was given for the third time to the experts for their judgment. All of them agreed on the questionnaire in its final form.

Procedures of the Study

After validating and establishing the reliability of the questionnaire, a letter and consent form were developed and distributed with the questionnaire to participants of the study during the fall semester of the academic year 2002/2003. In these documents the researchers explained the purpose of the study to the participants. The researchers assured them that their names would remain anonymous if they responded by e-mail. Those who responded either by mail or by hand delivery were told not to write their names or include any identifying information. All direct contact (hand delivered responses) was with the Arab researcher and the email and mail questionnaires were sent to him as well. The questionnaire was distributed directly to the participants at a meeting of the Arab Students Association. Then a week later they were e-mailed to the participants for a second time. The researchers repeated the e-mail once more to encourage participation in the study. The researchers received 72 responses, which is roughly 72 percent of the population surveyed.

Definition of Terms

Arab students: Arab graduate and under graduate students at the University of Arkansas/USA in the academic year 2003/2004.

Level of Education: Graduate and undergraduate Arab students at the different faculties of the University of Arkansas.

Attitudes: Inclinations and feelings, bias, preconceived notions, ideas, fears, and convictions of Arab students at the University of Arkansas towards the English language and its native speakers.

Native speakers: Native speakers of English (Americans and British).

Sponsored students: Arab students at the University of Arkansas who are sponsored financially from their countries.

Results and Discussion

In order to answer the questions of the study descriptive statistics (Means, Standard Deviations, Frequencies, and Percentages) and Analysis of Variance ANOVA test were used using the SAS software. The results are presented in the following tables.

Descriptive Statistics

Results related to question one: How do Arabs studying in the USA describe their attitudes towards the English language and its native speakers?

To answer this question, the Arab students' responses on the items of the questionnaire were analyzed. The results were categorized into sub-categories. Descriptive statistics of their responses on the items of the University of Arkansas and its faculty are presented in the following table.

A) Arab Students' Attitudes towards Study at the University of Arkansas and its Faculty Members:

Table (1)
Descriptive Statistics of the Arab Students' Attitudes towards
Study at the University of Arkansas and the USA

NO	Strongly Disagree		Disagree		Acceptable		Agree		Strongly Agree		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
1	3	4.17	0	00	2	2.78	16	22.22	51	70.83	4.56	.90
2	5	6.94	15	20.83	19	26.39	22	30.56	11	15.28	3.26	1.16
3	3	4.17	9	12.50	8	11.11	27	37.50	25	34.72	3.86	1.15
4	3	4.17	10	13.89	14	19.44	26	36.11	19	26.39	3.67	1.14
6	2	2.78	17	23.61	31	43.06	17	23.61	5	6.94	3.08	.93
7	14	19.44	17	23.61	22	30.56	15	20.83	4	5.56	2.69	1.17
8	19	26.39	27	37.50	17	23.61	9	12.50	00	0.00	2.22	.98
9	2	2.78	36	50.00	19	26.39	12	16.67	3	4.17	2.69	.93
10	4	5.56	17	23.61	20	27.78	21	29.17	10	13.89	3.22	1.13
11	8	11.11	1	1.39	21	29.17	25	34.72	17	23.61	3.58	1.20
13	3	4.41	2	2.78	6	8.33	42	62.69	19	26.39	3.96	.97
14	7	9.72	2	2.78	12	16.67	43	59.72	8	11.11	3.60	1.06
15	6	8.33	17	23.61	14	19.44	31	43.06	4	5.56	3.14	1.10
16	4	5.56	12	16.67	14	19.44	37	51.39	5	6.94	3.38	1.03
17	3	4.17	7	9.72	7	9.72	37	51.39	18	25.00	3.83	1.05
18	27	37.50	21	29.17	12	16.67	5	6.94	7	9.72	2.22	1.29
19	29	40.28	25	34.72	11	15.28	5	6.94	2	2.78	1.97	1.05
20	3	4.17	12	16.67	17	23.61	37	51.39	12	16.67	3.35	.95
21	00	0.00	2	2.78	26	36.11	36	50.00	8	11.11	3.69	.70
22	3	4.17	5	6.94	35	48.61	24	33.33	5	6.94	3.32	.87
23	1	1.39	4	5.56	22	30.56	39	54.17	6	8.33	3.63	.78
24	1	1.39	9	12.50	26	36.11	29	40.28	7	9.72	3.44	.89
25	2	2.78	15	20.83	18	25.00	29	40.28	8	11.11	3.36	1.03
26	3	4.17	4	5.56	12	16.67	35	48.61	18	25.00	3.85	1.00
27	2	2.78	7	9.72	16	22.22	31	43.06	16	22.22	3.72	1.01
28	2	2.78	5	6.94	5	6.94	35	48.61	25	34.72	4.06	.98
29	3	4.17	3	4.17	2	2.78	25	34.72	39	54.17	4.31	1.02
41	2	2.78	6	8.33	12	16.67	39	54.17	13	18.06	3.76	.94
42	0	0.00	3	4.17	3	4.17	39	54.17	27	37.17	4.25	.73
43	2	2.78	0	0.00	17	23.61	46	63.89	7	9.72	3.78	.74
44	2	2.78	6	8.33	22	30.56	27	37.50	15	20.83	3.65	1.00

Table (1)
Descriptive Statistics of the Arab Students' Attitudes towards
Study at the University of Arkansas and the USA

NO	Strongly Disagree		Disagree		Acceptable		Agree		Strongly Agree		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
45	3	4.17	2	2.78	6	8.33	36	50.00	25	34.72	4.08	.96
46	0	0.00	2	2.78	14	19.44	41	56.94	15	20.83	3.96	.72
47	1	1.39	7	9.72	10	13.89	37	51.39	17	23.61	3.86	.94
48	2	2.78	10	13.89	21	29.17	30	41.67	9	12.50	3.47	.98
49	1	1.39	4	5.56	21	29.17	41	56.94	5	6.94	3.63	.76
50	0	0.00	4	5.56	10	13.89	50	69.44	8	11.11	3.86	.68
51	1	1.39	6	8.33	9	12.50	46	63.89	10	13.89	3.81	.83
52	7	9.72	12	16.67	21	29.17	20	27.78	12	16.67	3.25	1.21
53	2	2.78	9	12.50	25	34.72	32	44.44	4	5.56	3.38	.88
54	6	8.33	23	31.94	32	44.44	11	15.28	0	0.00	2.67	.84
55	2	2.78	5	6.94	12	16.67	43	59.72	10	13.89	3.75	.88
56	3	4.17	7	9.72	16	22.22	40	55.56	6	8.33	3.54	.93
57	6	8.33	9	12.50	25	34.72	26	36.11	6	8.33	3.24	1.05
58	2	2.78	1	1.39	19	26.39	40	55.56	10	13.89	3.76	.81
59	1	1.39	1	1.39	15	20.83	43	59.72	12	16.67	3.89	.74
60	2	2.78	1	1.39	15	20.83	39	54.17	15	20.83	3.89	.85
Total											3.60	.39

The results demonstrate that the Arab students' attitudes towards the University of Arkansas and its faculty members were positive ones. The results show that the overall mean of the Arab students' responses was 3.60. This indicates that the Arab students' attitudes towards the university were highly positive for all of the items except for item two (The University of Arkansas was my first choice of American universities) which its mean (3.26) was only acceptable; items (6,7,8) that dealt with their expectations before and after they arrived in the USA.; item (18) that dealt with their willingness to continue living in the USA after completing their study there; item (19) which dealt with their readiness to go back home after completing their study; and item 57 (all students at the university are treated equally).

B) Arab Students' Attitudes towards Study in the USA:

Table (2)
Descriptive Statistics of the Arab Students' Attitudes
towards Study in the USA

NO	Strongly Disagree		Disagree		Acceptable		Agree		Strongly Agree		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
5	4	5.56	4	5.56	6	8.33	29	40.28	29	40.28	4.04	1.11
12	4	5.56	11	15.28	16	22.22	37	51.39	4	5.56	3.36	1.00
Total											3.70	.89

In general, Arab students expressed highly positive attitudes towards studying in the USA. Their overall mean of their responses was 3.70 out of 5. The results also demonstrate that the students' attitudes were highly positive regarding item 5 (since its mean was 4.04/5. This means that Arab students at the University of Arkansas do not prefer transferring to another university if they are given the opportunity.

C) Arab Students' Attitudes towards the English Language:

Table (3)
Descriptive Statistics of the Arab Students' Attitudes
towards the English Language

NO	Strongly Disagree		Disagree		Acceptable		Agree		Strongly Agree		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
13	4	5.56	2	2.78	5	6.94	43	59.72	18	25.00	3.96	.97
28	2	2.78	5	6.94	5	6.94	35	48.61	25	34.72	4.06	.98
29	3	4.17	3	4.17	2	2.78	25	34.72	39	54.17	4.31	1.02
Total											4.11	0.62

The results present that the Arab students' attitudes towards studying English were highly positive. All the means of their responses on all of the three items were very high. This indicates that the Arab students recognized the importance of learning English for the success of their study and for their jobs and life in future.

D) Arab Students' Expectations of Studying in USA:

Table (4)
Descriptive Statistics of the Arab Students' Expectations of Studying in USA

NO	Strongly Disagree		Disagree		Acceptable		Agree		Strongly Agree		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
6	2	2.78	17	23.61	31	43.06	17	23.61	5	6.94	3.08	.93
7	14	19.44	17	23.61	22	30.56	15	20.83	4	5.56	2.69	1.17
8	19	26.39	27	37.50	17	23.61	9	12.50	00	0.00	2.22	.98
14	7	9.72	2	2.78	12	16.67	43	59.72	8	11.11	3.60	1.06
18	27	37.50	21	29.17	12	16.67	5	6.94	7	9.72	2.22	1.30
19	29	40.28	25	34.72	11	15.28	5	6.94	2	2.78	1.97	1.05
22	3	4.17	5	6.94	35	48.61	24	33.33	5	6.94	3.32	.87
25	2	2.78	15	20.83	18	25.00	29	40.28	8	11.11	3.36	1.03
27	2	2.78	7	9.72	16	22.22	31	43.06	16	22.22	3.72	1.01
Total											2.91	.48

The results of this subscale show that the Arab students' expectations were only fairly acceptable. Their over all mean was only 2.91 out of 5. The results also show that Arab students did express weak expectations regarding some items. Their expectations before they came to the USA were nearly the same as they were after they came (Item 8).

Although Arab students do not prefer continuing living in the USA after they complete their study there (Item 18) which might be because of the psychological stress they have been living under after

September 11, they do not also prefer going back home (Item 19) which might be because of the political and economical situations that most of the Arab countries live. Moreover, the standard deviations of most of the items on this subscale were high. This reflects the high variance among Arab students' responses on this subscale which might reflect the political differences of the countries they belong to.

E) Arab Students Relations with Americans:

Table (5)
Descriptive Statistics of the Arab Students'
Relations with American

NO	Strongly Disagree		Disagree		Acceptable		Agree		Strongly Agree		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
9	2	2.78	36	50.00	19	26.39	12	16.67	3	4.17	2.69	.93
10	4	5.56	17	23.61	20	27.78	21	29.17	10	13.89	3.22	1.13
11	8	11.11	1	1.39	21	29.17	25	34.72	17	23.61	3.58	1.20
15	6	8.33	17	23.61	14	19.44	31	43.06	4	5.56	3.14	1.10
16	4	5.56	12	16.67	14	19.44	37	51.39	5	6.94	3.38	1.03
17	3	4.17	7	9.72	7	9.72	37	51.39	18	25.00	3.83	1.05
20	3	4.17	12	16.67	17	23.61	37	51.39	3	4.17	3.35	1.00
21	0	0.00	2	2.78	26	36.11	36	50.00	8	11.11	3.69	.70
23	1	1.39	4	5.56	22	30.56	39	54.17	6	8.33	3.63	.78
24	1	1.39	9	12.50	26	36.11	29	40.28	7	9.72	3.44	.89
Total											3.40	.37

The overall mean of the Arab students' responses show acceptable attitudes regarding their relations with Americans. Their overall mean was 3.40/5.

F) Arab Students' Attitudes towards the USA Foreign Policy:

Table 6
Descriptive Statistics of the Arab Students' Attitudes towards the USA Policy

NO	Strongly Disagree		Disagree		Acceptable		Agree		Strongly Agree		Mean	SD
	N	%	N	%	N	%	N	%	N	%		
37	24	33.33	26	36.11	14	19.44	7	9.72	1	1.39	2.10	1.10
38	28	38.89	21	29.17	16	22.22	6	8.33	1	1.39	2.04	1.04
Total											2.07	1.00

These results indicate that the Arab students' were not satisfied with the USA foreign policy. They do not agree with the USA foreign policy regarding terrorism and the Middle East and how the USA deals with the outside world problems. 65.28% of the Arab students do not agree with the USA foreign policy. This indicates that Arab students do not view the USA foreign policy as a fair one. This might be due to the feeling among Arab students that the USA offers a strong support to their first enemy, Israel.

G). Responses of Arab Students According to their Gender:

Table (7)
Descriptive Statistics and Distribution of the Sample and their Responses over Gender

Subscales	Male			Female		
	N	\bar{X}	SD	N	\bar{X}	SD
U of A	59	3.60	.62	13	4.14	.35
USA	59	3.62	.93	13	4.08	.49
English	59	4.08	.62	13	4.21	.66
Expectations	59	2.90	.50	13	2.95	.41
Relations	59	3.38	.39	13	3.46	.28
Attitudes as a whole	59	3.56	.40	13	3.79	.25

These results show that although the attitudes of both the male and female students were positive except for their expectations and the USA foreign policy, the results show that in general female students expressed higher positive attitudes in all of the subscales than the male students did.

H) Responses of Arab Students According to their Countries:

Table (8)
The Distribution of the Sample of the Study
and their Responses over their Countries

Subscale	Jordan			Palestine			Saudi Arabia		
	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD
U of A	25	3.90	.53	5	3.76	.59	33	3.85	.67
USA	25	3.92	.67	5	4.20	.27	33	3.45	1.06
English	25	4.05	.57	5	4.40	.43	33	4.07	.74
Expectations	25	3.10	.30	5	3.02	.40	33	2.79	.51
Relations	25	3.53	.36	5	3.32	.43	33	3.29	.38
Attitudes as a whole	25	3.69	.32	5	3.71	.24	33	3.52	.46
policy	25	2.22	.90	5	2.00	1.73	33	1.95	.92

Table (8)
The Distribution of the Sample of the Study
and their Responses over their Countries

Subscales	Syria 4			Qatar 6			UAE 7			Oman 8		
	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD
U of A	3	4.07	.58	4	3.45	.44	1	3.40	00	1	3.60	00
USA	3	4.17	.58	4	3.25	.87	1	4.00	00	1	4.00	00
English	3	4.33	.58	4	4.25	.17	1	4.00	00	1	4.00	00
Expectations	3	2.67	.58	4	2.58	.83	1	3.33	00	1	3.33	00
Relations	3	3.0	.17	4	3.48	.22	1	3.70	00	1	3.50	00
Attitudes as a whole	3	3.77	.21	4	3.47	.29	1	3.63	00	1	3.69	00
Policy	3	1.50	00	4	2.13	1.03	1	4.00	00	1	2.00	00.

This table shows that there were 1% from Oman, 1% from UAE, 6% from Qatar, 4% from Syria, 46% from Saudi Arabia, 7% from Palestine, and 35% from Jordan. This table also presents the means and standard deviations of Arab students according to their countries. The results show that their means were closed which might not reveal significant difference.

I) Responses of Arab Students According to their Levels of Study:

The following table presents the distribution and responses of the sample of the study according to their level of study.

Table (9)
The Distribution of the Sample and their Responses
According to their Levels of Study

Subscales	Graduate			Undergraduate		
	N	\bar{X}	SD	N	\bar{X}	SD
U of A	58	3.87	.61	14	3.73	.53
USA	58	3.75	.88	14	3.50	.90
English	58	4.13	.62	14	4.00	.65
Expectations	58	2.89	.49	14	3.01	.43
Relations	58	3.39	.36	14	3.41	.44
Attitudes as a whole	58	3.62	.37	14	3.53	.44
policy	58	2.09	.99	14	1.96	.93

J). Responses of Arab Students According to their Colleges:

Table (10)
Distribution of the Sample and their Responses
According to their Colleges

Subscales	Education			Fulbright			Science		
	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD
U of A	14	4.16	.65	16	3.73	.57	15	3.78	.56
USA	14	3.89	.86	16	3.94	.65	15	3.77	.73
English	14	4.29	.69	16	3.94	.62	15	4.22	.54
Expectations	14	2.85	.45	16	2.87	.45	15	2.93	.60
Relations	14	3.24	.32	16	3.34	.32	15	3.57	.24
Attitudes as a whole	14	3.71	.29	16	3.56	.34	15	3.65	.39
policy	14	2.18	.99	16	2.16	.96	15	2.27	1.03

Table (10)
Distribution of the Sample and their Responses
According to their Colleges

Subscales	Engineering			Business			Spring International			Art		
	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD	N	\bar{X}	SD
U of A	11	3.98	.54	5	3.84	.78	10	3.46	.41	1	4.20
USA	11	3.86	.84	5	4.10	.55	10	2.75	1.21	1	3.50
English	11	3.94	.73	5	4.40	.55	10	4.00	.57	1	4.00
Expectations	11	3.01	.26	5	3.27	.64	10	2.74	.49	1	2.89	...
Relations	11	3.31	.53	5	3.50	.52	10	3.52	.36	1	3.20	...
Attitudes as a whole	11	3.61	.44	5	3.84	.41	10	3.32	.43	1	3.61
policy	11	2.00	.92	5	2.30	1.10	10	1.56	.93	1	1.00	...

K) Responses of Arab Students Depending on whether they had Assistantships or not:

Table (11)
Assistantship

Subscales	Have assistantship			No assistantship		
	N	\bar{X}	SD	N	\bar{X}	SD
U of A	26	3.79	.56	46	3.87	.62
USA	26	3.98	.70	46	3.54	.95
English	26	4.15	.60	46	4.08	.64
Expectations	26	3.16	.34	46	2.77	.49
Relations	26	3.54	.35	46	3.31	.36
Attitudes as a whole	26	3.72	.37	46	3.54	.38
policy	26	2.17	1.11	46	2.01	.90
problems	26	2.63	.55	46	2.81	.49

This table shows that there were 26 students who had assistantships from the university and 46 who did not have assistantships.

L) Responses of Arab Students Depending on whether they were Sponsored or not:

Table (12)
Sponsored or Cosponsored

Subscales	Sponsored			Not Sponsored		
	N	\bar{X}	SD	N	\bar{X}	SD
U of A	38	3.80	.63	34	3.88	.56
USA	38	3.41	1.04	34	4.03	.52
English	38	4.06	.74	34	4.16	.46
Expectations	38	2.82	.56	34	3.02	.34
Relations	38	3.37	.41	34	3.42	.32
Attitudes as a whole	38	3.52	.47	34	3.70	.26
Policy	38	1.91	.86	34	2.25	.86

This table shows that there were 38 sponsored students and 34 who were not sponsored by their countries.

Question 2: Results related to the question: Are there significant differences in the Arab students' attitudes towards the University of Arkansas due to their gender and level of study?

Table (13)
Results of Two Way Analysis of Variance (ANOVA) Test

Source	DF	Sum of Squares	Mean Squares	F value	Pr
Sex	1	1.42	1.42	4.19	0.0445**
Level	1	0.46	0.46	1.36	0.2469
Sex* Level	1	0.32	0.32	0.93	0.3386
Error	68	24.09	0.33		
Corrected total	71	25.01			

* Interaction

** Significant at $\alpha = 0.05$

This table shows that there was no statistically significant interaction between the students' gender and level of education at $\alpha = 0.5$. The table also shows that there were statistically significant differences in the students' attitudes towards the University of Arkansas due to their gender ($F(1, 68) = 4.19$) at $\alpha = 0.5$ ($P > 0.0445$). The Females' attitudes were significantly higher than those of the males' because the means were 4.14 for the females and 3.77 for the males. The table also shows that there were no statistically significant differences in the Arab students' attitudes towards the university due to the level of education. This table indicates that although the attitudes of both the males and the females were positive ones towards the universities, the females' attitudes were higher and more positive ones. This might be due to several reasons: 1. Female Arab students usually do not travel and be in contact with foreigners as male students do. Being in contact with Americans and studying in a very well equipped university might affect their attitudes positively toward such an environment. 2. Female students usually do not

have social relations with Americans as male students do. This might make male students more aware of the Americans, their culture and how they think.

Results related to the question: Are there significant differences in the Arab students' attitudes towards the study in the USA due to their gender and level of study?

Table (14)
Results of Two Way Analysis of Variance (ANOVA) Test

Source	DF	Sum of Squares	Mean Squares	F value	Pr
Sex	1	0.84	0.84	1.09	0.3001
Level	1	0.50	0.50	0.64	0.4274
Sex* Level	1	0.05	0.05	0.06	0.8022
Error	68	52.95	0.78		
Corrected total	71	55.83			

* Interaction

Table (14) shows that there was no statistically significant interaction between the students' gender and their level of study. The results also show that there were no statistically significant differences in the Arab students' attitudes towards the study in the USA due to any of the two variables (gender and level of study).

Results related to the question: Are there significant differences in the Arab students' attitudes towards the English language due to their gender, level of study?

Table (15)
Results of Two Way Analysis of Variance (ANOVA) Test

Source	DF	Sum of Squares	Mean Squares	F value	Pr
Sex	1	0.12	0.12	0.31	0.580
Level	1	0.05	0.05	0.13	0.720
Sex* Level	1	0.01	0.01	0.03	0.86
Error	68	27.17	0.40		
Corrected total	71	27.52			

* Interaction

Table (15) shows that there was no statistically significant interaction between the students' gender and level of study at $\alpha = 0.05$. The results also show that there were no statistically significant differences in the Arab students' attitudes towards the English Language neither due to their gender nor to their level of study at $\alpha = 0.05$. This could be a normal result for Arab students' recognition of the importance of learning English for their study and for their jobs in future.

Results related to the question: Are there significant differences in the Arab students' expectations of studying in the USA due to their gender and level of study?

Table (16)
Results of Two Way Analysis of Variance (ANOVA) Test

Source	DF	Sum of Squares	Mean Squares	F value	Pr
Sex	1	0.06	0.06	0.27	0.60
Level	1	1.03	1.03	5.31	0.0250**
Sex* Level	1	0.04	0.04	0.15	0.6980
Error	68	15.16	0.22		
Corrected total	71	16.29			

* Interaction

** Significant at $\alpha = 0.05$

Table 16 shows that there was no statistically significant interaction between the students' gender and their level of study. The results show that there was no statistically significant difference in the Arab students' expectations of their study in the USA due to their gender. The results indicate that there was statistically significant difference in the Arab students' expectations of their study in the USA due to their levels of study at $\alpha = 0.05$ ($f(1, 55) = 5.31$). Undergraduate students expressed higher positive attitudes than graduate students. The mean was 3.01 for the undergraduate students and 2.89 for the graduates. Undergraduate students usually do not be in contact with their professors, and are not involved in hot discussions as graduate students do.

Results related to the question: Are there significant differences in the Arab students' attitudes towards their relations with Americans due to their gender and level of study?

Table (17)
Results of Two Way Analysis of Variance (ANOVA) Test

Source	DF	Sum of Squares	Mean Squares	F value	Pr
Sex	1	0.30	0.30	2.38	0.1286
Level	1	0.01	0.01	0.04	0.8508
Sex* Level	1	0.002	0.002	0.01	0.9070
Error	68	9.75	9.83		
Corrected total	71	9.83			

* Interaction

Table (17) shows that there was no statistically significant interaction between the students' gender and level of study. The results also show that there were no statistically significant differences in the students' attitudes neither due to their gender nor to their level of study at $\alpha = 0.05$.

Results related to the question: Are there significant differences in the Arab students' attitudes towards the USA foreign policy due to their gender and level of study?

Table (18)
Results of Two Way Analysis of Variance ANOVA Test

Source	DF	Sum of Squares	Mean Squares	F value	Pr
Sex	1	0.30	0.30	0.30	0.5856
Level	1	0.12	0.12	0.13	0.7237
Sex* Level	1	0.92	0.92	0.94	0.3700
Error	68	66.51	0.98		
Corrected total	71	67.65			

* Interaction

Table 18 shows that there was no interaction between the students' gender and their level of study. The table also shows that there were no statistically significant differences among the Arab students' attitudes towards the USA policy at $\alpha = 0.05$ regardless of any of the two independent variables. This indicates that all the Arab students of this study, no matter what countries they came from, had the same negative attitudes towards the American foreign policy. This also may reflect the dissatisfaction of all Arabs with the USA foreign policy especially towards the Middle East. This might be due to many reasons: 1. Arab students have nearly the same background and share the same culture. 2. Arab students have the same ambitions. 3. The problems of the Arab world with the USA are the same.

Results related to the question: Are there significant differences in the Arab students' attitudes towards the study in the University of Arkansas and USA as a whole due to their gender and level of study?

Table (19)
Results of Two Way Analysis of Variance (ANOVA) Test

Source	DF	Sum of Squares	Mean Squares	F value	Pr
Sex	1	0.24	0.24	1.66	0.20
Level	1	0.06	0.06	0.44	0.5073
Sex* Level	1	0.006	0.006	0.44	0.83
Error	68	9.88	0.15		
Corrected total	71	10.53			

* Interaction

The results in the table (19) show that there was no significant interaction between the students' gender and their level of study at $\alpha = 0.05$. The results present that there were no statistically significant differences in Arab students' attitudes towards study in the University of Arkansas and the USA as a whole due to neither their gender nor to their level of study.

The results support Mahmoud (1992:27) when he claimed that University Arab Students and teachers had positive attitudes toward the English language and its native speakers regardless of their gender. The results do not support Skutnabb-Kangas (2000:9) when he said that the proliferation of English in non-English states is a type of colonialism that results in language genocide. The Arab students and although they disagreed with the foreign policy of the USA, they expressed positive attitudes towards English and its native speakers. The results do not also support Loulidi (990:41) and Clark & Trafford (1996:509) when they found significant differences in learners' attitudes towards foreign languages due to gender.

The negative attitudes towards the foreign policy of the USA which the Arab students expressed support Lincoln's (2000:20) when she said that in order to truly understand the difficult relationships that have developed between Moslem nations and the USA, attention must be paid to giving voice and agency to all participants to create a dialogue in which all parties are heard and "powerful".

Conclusion

The results of the study indicated that Arab students' attitudes in the University of Arkansas were positive ones towards studying in the USA, the University of Arkansas, the Americans, and the English language. This obtained regardless of variables within the population. Arab students expressed negative attitudes towards the USA foreign policy. This revealed that Arab students' attitudes were positive ones even after the tragedy of September 11. This might be due to the fact that the tragedy of September 11 took place in a city in the north part of the USA while the study was carried out in a far away place in the middle part of the USA.

The setting itself may be relevant in other ways. Immigrants and migrants to the region describe it as peaceful. They believed crime and violence to be less prevalent than other more common destinations for study, Los Angeles and New York, for instance (Lincoln, 2001:20).

It is important to note that at the time of this study, the American nation was in an economic recession. However, this research setting was not. An international presence in a region is usually less threatening when the economic status of that region is stable, in this case actually prospering. Community members possibly see these visitors as non-threatening to their own economic well-being. The research demonstrates that a university such as this one in "middle America" has positive contributions to offer to the local communities in exposure to a population little known. Additionally, the university also offers a good

learning environment for these international scholars who then return to their home countries to report positive study abroad experiences.

These results may simply mean that the events of September 11 have not affected Arab students' view of the University, the USA, and the English language and its native speakers. This could be because of the region's geographic isolation from those regions most directly affected by the acts of terrorism. The results may also indicate that faculty at this university have for some reason been able to understand or empathize with the circumstances of the Arab students after the tragedy.

There is one advantage that may not have been intended but may be no less important in the future prosperity of both the US community and the Arab ones. Americans are "world-famous" as monolinguals. The anecdotes of "the ugly American" abound. This university's seeming ability to attract and suit Arabs who wish to study in the US creates a setting of reciprocal benefit. Arab students report feeling secure in living in this community and often to bring their entire families for periods of time in the US. The hope is that they will take back that satisfactory experience and report on it in their home communities. A factor no less beneficial is their interactions with local monolingual, monocultural communities. Americans encounter "real people" with similar ambitions and dreams for themselves and their families. Their professors are perceived as informed, well intentioned, and even-handed. It is more than possible that these international learning communities can contribute to a better understanding of two somewhat disparate groups.

Based on the results of the study, more investigation of Arab students' attitudes in other university in the USA is recommended. This may help in identifying the problems that Arab students in different areas of the USA face after September 11.

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