

LANGUAGE LEARNING STRATEGIES AND SELF-EFFICACY BELIEF IN ARABIC LANGUAGE LEARNING: A MALAYSIAN CONTEXT

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Abstract

Teaching and learning is a process that requires active student involvement in the acquisition of knowledge and skills. Students should be assisted in setting individual learning goals. They should also be given the exposure to and guidance in effective learning strategies in order to build a high level of confidence in the learning process. This confidence-building method is especially important for low-performing students and helps them to achieve their specific goals. This paper examines the relationship between language-learning strategies and the self-efficacy belief in Arabic language learning. The objectives of this study are (1) to identify the self-efficacy belief and language learning strategies, (2) to note the effects of self-efficacy on language learning strategies, (3) and to examine the relationship between language learning strategies and students' self-efficacy. The study uses a questionnaire as the information-gathering instrument, and the participants comprised university students in Peninsular Malaysia, who are studying the Arabic language. A total of 436 students were selected for this study from six universities, namely, Universiti Darul Iman, Universiti Kebangsaan Malaysia, University of Malaya, International Islamic University Malaysia, Universiti Teknologi Malaysia, and Universiti Putra Malaysia. The results indicate that language learning strategies have a strong correlation to self-efficacy beliefs.

Keywords: language learning strategies; self-efficacy belief; Arabic language learning

INTRODUCTION

Learning strategies and the factors influencing their use have received much attention in recent years, since it has been widely accepted that learning is a process, and the role of teachers is to facilitate that process. Most researchers who study a second language (Stern 1983; Oxford 1990; Ellis 1994; Nunan 1999) view language learning strategies (LLS) as an important element that plays a large role in understanding the process behind learning a second language. While studying a second language acquisition (SLA) process, Ellis (1994) views learning strategies as one of the key elements in his work. Stern (1983) produces five groups of variables within the model of second language learning: the social context, students' characteristics, climate learning, learning processes, and learning outcomes. He identifies LLS as a mental operation that is very important in the learning process. Tarone (1980) and McLaughlin (1987) built an SLA model that consisted of three strategic factors: language learning, production, and communication. This information shows that LLS is an important domain and cannot be marginalized from the field of SLA. In the context of today's world, education not only focuses on the acquisition of knowledge and attaining a good grade in an examination, but also on increasing students' potential to direct their own learning and ability to overcome the challenges of the learning environment. Today, students are responsible for their own learning. They are no longer seen as individuals who passively receive information; they are now also actively engaged in learning

activities which facilitate the building of the relationship between existing information and new knowledge.

In the last two decades, researchers (O'Malley & Chamot 1990; Oxford 1990) have attempted to identify and categorize LLS. These studies focused on what self-regulated learners did when studying a second or foreign language. Stevick (1980) states that language learning success was not owing to the materials in teaching and learning or techniques and linguistic analysis, but rather on what was happening among the students in the classroom. The understanding of the concept of self-regulation is essential to improve student achievement. Self-regulated students were seen as individuals who were metacognitively, motivationally, and behaviourally active in the learning process (Zimmerman & Martinez-Pons 1986).

Previous studies have shown that students who adopted a positive approach to learning and used effective learning strategies tended to have excellent learning experiences. This outcome suggests that students tend to develop their own potential and learn at their own pace, not to mention their positive lifelong learning skills and knowledge (Artelt 2003). According to Stipek (1996) and Brophy (1998), learning becomes more meaningful if students become aware of learning processes and actions. Therefore, they will be more responsible, more effective, and more independent in performing their tasks.

Learning strategy is not enough to improve student achievement. Students should be motivated to use strategies, and organize cognitions and their efforts (Paris, Lipson, & Wixson 1983). Motivation is the internal power that drives individuals to act in order to satisfy their desire (Amstrong 1995). The internal power can be triggered either by the individual himself or by the environment. In the context of learning and academic achievement, students must have a view about the capabilities, skills, and knowledge needed to complete the task of learning. As such, individuals with high motivation and high self-efficacies will develop high goals (Rohaty Mohd Majzub 1998). Therefore, this study aims at observing students' perceptions of the use of learning strategies and their self-efficacy in learning the Arabic language.

LITERATURE REVIEW

Learning Strategy

Researchers define learning strategies in various ways. According to Weinstein and Mayer (1986), learning strategies are the involvement of student behaviour and thought during learning activities which, in turn, affect the process of encoding information or skills into the memory. They cluster learning strategies according to their functions, such as cognitive strategies (rehearsal, description, and organising), metacognitive strategies (comprehension monitoring), and affective strategies (motivation).

Zimmerman and Martinez-Pons (1990) define learning strategies as an appropriate plan to achieve individual learning goals. The ability to plan requires the skill to control one's own learning which ultimately leads to the attainment of one's goals. According to Oxford (1990:8), 'learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more transferable to new situations'. O'Malley and Chamot (1990:1) view learning strategies as the special thoughts or behaviours individuals use to help them comprehend, learn, or retain new information.

Accordingly, Byrnes (1996) states that learning strategies are a set of actions undertaken to achieve the target. In this case, Byrnes divides learning strategies into cognitive and cognitive-control strategies. A cognitive strategy involves cognitive information skills that will

help students remember facts systematically; organise the facts or concepts into a clear, easy-to-understand structure; and integrate new knowledge on the basis of prior knowledge and daily experience. A cognitive-control strategy (metacognitive strategies) is the process of decision making that determines which strategies should be used to achieve the goals; monitors the extent to which the implementation of strategies towards the objective are to be achieved; and reviews what steps have been used, once the goals have been achieved.

Mayer (2003) also explains that a learning strategy refers to the cognitive processes developed by students during learning to improve the quality of learning and help the students achieve their respective goals.

According to Eggen and Kauchak (2004), learning strategies are general procedures that assist in managing the flow of new information in order to be effectively stored in the long-term memory. These strategies help students gain an understanding of new information in a more meaningful manner; thus, the information will remain, be stored, and can be reproduced, as needed.

Learning strategies play an important role in SLA; this phenomenon has been highlighted and addressed by numerous writers and various studies (Oxford 1990; Larsen-Freeman & Long 1991; Cohen 2000; Cook 2001). Some researchers argue that learning strategies can foster learners' autonomy in language learning (Holec 1981), as well as assist in promoting the learners' own language proficiency achievement (Oxford 1990; Green & Oxford 1995; Bremner 1999). Learning strategies, therefore, not only help learners become efficient in learning and using language, they also increase learners' self-directed learning.

Previous research focused on the relationship between strategy use and language proficiency (Green & Oxford 1995; Oxford & Ehrman 1995; Park 1997; Shmais 2003). Such studies indicated that proficient language learners use more strategies in language learning than less proficient language learners. For instance, a study of university students in Puerto Rico (Green & Oxford 1995) revealed that successful language learners engaged in more frequent and higher levels of strategy than less successful learners. Park (1997) investigates the use of learning strategies of Korean University students and reports that there was a positive linear relationship between strategy use and language proficiency when proficiency was measured using the Test of English as a Foreign Language (TOEFL) scores. Hong-Nam and Leavell (2006) investigate the language-learning strategy used by English as a second language (ESL) students and report that learners at the intermediate level used more strategies than beginners.

Self-efficacy

Shunk (1985:208) defines self-efficacy as 'personal judgments of performance capabilities in a given domain of activities'. Bandura (1997:2) states that 'perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the course of action required to manage prospective situations'. Bandura (1994) points out four primary factors influencing students' self-efficacy. The first is the positive impact of the learning experience and the self-efficacy enhancement when students attain success. In contrast, the negative experience of frequent failure in a subject lowers their self-efficacy. The second factor that influences students' self-efficacy is when students are role models with their peers; they become more '*efficacious*' and try to do their best in any given task (Bandura 1986; Kitsantas, Zimmerman & Cleary 2000). Third, praise and words of encouragement from teachers will positively stimulate students to continue studying, despite challenging tasks. Finally, psychological factors such as fatigue or a poor diet will reduce efficacy, and negative emotional states such as anxiety also reduce efficacy.

Engen and Kauchak (2004) list the influences of self-efficacy on student behaviours and cognitive development when the students are more confident in their ability to succeed and can anticipate their success: which expectations positively affect their motivation. Students who have high self-efficacy are more willing to accept a challenging task, work harder, have a calmer disposition despite experiencing failure in the beginning, practice effective learning strategies, and generally generate better performance than students who have low self-efficacy, even if they have the same ability and skill.

According to Eccles, Wigfield, and Schiefele (1998), the differences in self-efficacy among individuals exist where children usually have very high self-efficacy. As children grow older and their experiences increase, learning will cause their self-efficacy to be more realistic. Students become more aware of their capacity when they compare themselves with their peers. Lack of confidence will lead to a decrease in self-efficacy and will negatively impact the student's learning practices. Therefore, it is important for teachers to play an effective role in helping to foster students' self-confidence as well as to promote meaningful and positive self-efficacy.

Research Questions

The specific questions addressed in this research are as follows:

1. To what extent do students adopt a language learning strategy and self-efficacy belief?
2. What is the relationship between a language learning strategy chosen by students of the Malaysia Higher Learning Institution and their self-efficacy beliefs?

METHOD

Participant

Data were collected from the selected Malaysia Higher Learning Institution. The participants in this study were university students who enrolled in undergraduate degree programmes in Arabic, Islamic Law and Jurisprudence, and Islamic Education. A total of 1,050 questionnaires were sent to seven Public Higher Learning Institutions; 436 were returned. Respondents who participated in this study consisted of 113 men (25.9%) and 323 women (74.1%). Of the 436 subjects, 133 were in the second semester, 144 were in the third, 46 were in the fourth, 73 were in the fifth, and 20 were in the sixth; 7% were seventh semester students.

All the subjects had formally studied Arabic for six years in high school. They ranged from the second semester up to the final year. Only first semester students were excluded from this study because they did not have the cumulative grade point average (CGPA) to be calculated.

Procedure

The Learning Strategy Questionnaire was administered in order to collect information on the language learners' beliefs, learning strategies, and individual backgrounds. The questionnaires were translated into Malay, pilot tested, and modified for the current study. A total of 60 students were involved in the pilot test. The questionnaire was divided into three parts. The first part involved the background of the respondents; the second part was concerned with LLS; and the third part focused on the students' ability to learn a language. The first part of the questionnaire used a nominal scale. In this part, respondents needed only to specify their gender, place of study, semester of study, and latest CGPA. The second

part used a Likert scale. This part included questions about learning strategy and contained 64 statements on a four-point scale. The questionnaire was based on identifying strategies in reading, writing, speaking, and vocabulary use. Subjects were asked to rate each statement on the following scale: (1) never, (2) rarely, (3) occasionally, and (4) often. In this study, learners were asked to respond to each item on the basis of an honest assessment of their language learning strategy use. The third part included questions about students' self-efficacy in learning Arabic as rated on a scale from 0 to 100. This part was based on how confident the students were about learning, as well as using Arabic in terms of reading, listening, speaking, and vocabulary usage. Choosing a higher number meant they were surer that they could perform the activity, while choosing a lower number meant they were less sure. The questionnaire contained 20 items. Learners had to answer the statements on the basis of an honest assessment of their efficaciousness in Arabic language learning.

Data Collection and Analysis

The questionnaire was administered to Arabic Second Language (ASL) students by the classroom teacher during a regular class period. Subjects were provided full instructions regarding the procedures of administration. The students were informed that there were no right or wrong answers to any question, that their confidentiality was secured, and that their response would be used solely for research purposes. The subjects were also informed that their participation was voluntary and that it would not affect their grades.

Quantitative data analysis was used in this study. Quantitative analysis involved both descriptive, as well as inferential statistics. Descriptive statistics (frequency) were used to compile and calculate overall strategy use, whereas inferential statistics, including Pearson's correlation and regression, were used to determine any variation in variables. Pearson's correlation was conducted to examine the relationships between self-efficacy belief and learning strategy use. Regression analysis was conducted to test the effect of strategy use and learning capability on students' grades.

On the basis of the study sample, coefficient alpha reliability estimates for language learning strategy use were as follows: reading strategy = .845, listening strategy = .898, speaking strategy = .918, and vocabulary = .838. Coefficient alpha reliability estimates for language learning capability were the following: reading self-efficacy = .853, listening self-efficacy = .839, speaking self-efficacy = .930, and using vocabulary self-efficacy = .912.

RESULTS

Reading Strategy

Reading is important to enhance students' understanding in learning any language. In this study, there were three phases in learning activities. The first phase occurred before the reading activity; the second, during the reading activity; and the third, after the reading activity. In the first phase, it was found that approximately three-quarters (74%) of the students decided what their purpose of reading was in advance, 80% decided specific aspects of information in advance, 73% thought about what they already knew about the topic, and 74% tried to predict what the text would be about.

In the second phase, this study reported that the majority of respondents used reference materials to help them solve reading comprehension problems (90%). Over 80% of the students used the context and the content to help them guess the meanings of unfamiliar words; they also worked with classmates to complete assignments or solve reading comprehension problems. Further, 77% of the students identified what they did not understand in the reading and precise question to solve the problem, and 66% periodically

checked if the material made sense. This data also showed that 54% of the students imagined scenes or sketched what they were reading, while approximately 10% never did that. Approximately half of the students (49%) acted out the situation described in the reading, and 14% of them did nothing.

In the third phase, three-quarters (75%) of the students reported that after their reading assignment, they would check to see if their predictions were correct. Almost two-thirds of them summarized important information mentally or in writing. Moreover, about two thirds (68%) of the students checked to see whether they accomplished their goal for reading, but over one-quarter (30%) rarely checked their work.

Listening Strategy

This part was divided into three sections. The first section discussed the activities before the listening process, the second discussed activities during the listening process, and the third discussed the activities after the listening process. In the first section, the majority of the students (76%) decided in advance the specific aspect of information they were to listen to, and they focused on hearing that information. A large number of these students (74%) had a preconceived notion about what they were listening to and what goal would be accomplished by doing so. Almost two-thirds (68%) of the students recollected what they already knew about the topic before listening to it.

In the second section, the data showed that students generally believed in the importance of using reference material (e.g. dictionaries, textbooks, computer programs) to help them enhance their listening skill. This study showed that 83% of the students used reference material to help them solve listening comprehension problems. Further, 79% stated that they encouraged themselves by making positive statements such as 'I can do it'. These students also often collaborated with their colleagues to solve listening comprehension problems. The study found that approximately 80% of the students worked with classmates to complete assignments or solve listening comprehension problem. Most of the students (77%) identified what they did not understand during the listening process. This study also showed that three-quarters of the students guessed the meanings of unfamiliar words by using them in the context of the sentence. In terms of imagination and acting out the situation, less than 60% of the students stated that they imagined scenes or drew pictures of what they were hearing, but acted out the situation as they heard it (e.g. using real objects to illustrate and put words into context).

In the third section, the majority of the students (72%) said that after listening, they checked to see if their predictions were correct. In all, 71% decided that other strategies and/or techniques, in addition to those which they used, could have helped as well. Although approximately three-quarters of the students checked to see whether they accomplished their goal in listening, approximately 26% rarely checked it. In terms of summarizing the important information they heard, approximately 70% of students performed this function. Moreover, 68% reported that they also rated their comprehension by how much they understood of what they heard.

Speaking Strategy

The speaking skill was the final part of the language skills. Before speaking, 78% of the students carefully considered what they wanted to communicate. Many students (86%) focussed on that information that was most important to the listener. Further, 86% pondered on their knowledge of the topic, and 80% brainstormed words and phrases they could use during their respective discussions. Approximately three-quarters of the students made sure the listener comprehended what they were saying, so they could pre-emptively correct themselves if there was a perceived lack of understanding between themselves and the

listener. A large number of students (85%) focused on topics they were knowledgeable in and language structures they felt comfortable with. Teaching speaking is similar to teaching swimming: students need to practice in order to be familiar with the language. This study found that 74% of the students practiced on talking about things that related to their own personal lives. Some students (59%) imagined or drew pictures or situations about which they wanted to talk in order to guide them when they were speaking. Some students (58%) also used animate objects or acted out the situation in order to illustrate and put into context that about which they were speaking. Moreover, two-thirds of the students (66%) worked with classmates to practice their speaking, and three-quarters (75%) stated that when they did not know how to say something, they substituted it with what they did know how to say. They also said that they relied on a proficient speaker for advice on how best to state one's idea (74%). The use of reference materials is very important in enhancing speaking skills. This study indicated that more than 80% of the students, when they did not know how to say something, looked it up in reference materials. After the speaking process, 76% of the students thought about whether the words or phrases they brainstormed helped the listener understand them. In addition, 66% mentally or verbally summarized what they had just said to make sure it made sense. Almost 70% of the students rated how well they did, and 70% assessed whether the strategies they used for speaking helped them and thought of other strategies that could have ultimately helped them.

Learning Vocabulary Strategy

Vocabulary is a good predictor of reading comprehension. This study found that 75% of the students connected a word with something or someone in their life, and this connection assisted them whenever they needed to recall the word. Approximately 80% of the students made a point of learning words that related to their life. Some students liked to group words that were similar—or related in some way. This study reported that almost three-quarters (73%) of students grouped related words. While thinking or saying the word, 68% of the students held, or pointed to, an object that the Arabic word represented. Nearly three-quarters (74%) of the students said they thought of a Malay word that looked or sounded like the Arabic word, and they thought about how the meanings were related. To enhance vocabulary knowledge, 72% of the students looked for structural rules that gave clues to words' meanings. Students also reviewed new words with classmates (68%), and 71% of them tested themselves to see if they had learned the words.

Reading Capability

This study found that the subjects had quite a strong sense of self-efficacy about reading Arabic. Approximately 70% of the students believed they could read a text in Arabic and decipher the meanings of words or phrases they did not understand. Over two-thirds (68%) could read a text and figure out the main topic or gist of the message, as well as answer questions about very specific information, although about one-quarter were somewhat unsure. Approximately two-thirds (66%) could read a text and retell it in Arabic. While 16% of the students were very sure of their ability to read information in Arabic and use an Arabic text to accomplish a task in real life, 13% were unsure.

Listening Capability

According to Weiner (1976) and Schunk (1985), individuals' emotional reactions will likely be influenced by their self-efficacy beliefs. In this study, almost half of the students (47%) were sure they could listen to Arabic and understand the gist of what they heard, while nearly one-quarter (24%) felt somewhat unsure. Only 2% and 8% felt completely sure or unsure, respectively. Over 60% of the students could listen to Arabic and understand details, and 68% could figure out the meanings of words or phrases which they did not understand.

Speaking Capability

This study found that 62% of the students could speak Arabic and communicate the main points of what they wanted to say. Over half (59%) could give supporting details and explanations to a listener's request. Approximately 66% could solve communication problems when they did not know how to say something or when the listener did not understand. Over two-thirds (67%) felt they could speak Arabic and know that the listener could understand them correctly, and 57% could accomplish a real-life task.

Vocabulary Capability

Learning vocabulary is the most important part of learning a foreign language. The data showed that 43% of the students were fairly sure they could receive a list of Arabic vocabulary words like those they have in class and could learn what each word meant. Only 6% each felt that they were either completely sure or unsure. Approximately 21% of the students felt they were very sure about having a list of vocabulary words and using each word correctly in a sentence, though about 27% felt somewhat unsure. Over two-thirds (70%) could hear or read sentences with these words and understand the meaning of the sentences. While 55% of the students could remember the meaning of each word a month later, 11% were unsure if they would be able to recall the meanings. About 63% could understand or use the words in real-life settings.

Relationship between Self-efficacy Beliefs, Language Learning Strategies, and Academic Performance

Table 1 Relationship between self-efficacy beliefs, LLS, and academic performance

Variable	LS-R	LS-L	LS-S	LS-V	R-C	L-C	S-C	V-C	CGPA
LS-R	1	.765(**)	.675(**)	.645(**)	.440(**)	.440(**)	.416(**)	.468(**)	.174(**)
LS-L	.765(**)	1	.725(**)	.688(**)	.452(**)	.404(**)	.424(**)	.449(**)	.137(**)
LS-S	.675(**)	.725(**)	1	.745(**)	.441(**)	.406(**)	.462(**)	.468(**)	.096(*)
LS-V	.645(**)	.688(**)	.745(**)	1	.412(**)	.376(**)	.422(**)	.461(**)	.101(*)
R-C	.440(**)	.452(**)	.441(**)	.412(**)	1	.798(**)	.786(**)	.767(**)	-.059
L-C	.440(**)	.404(**)	.406(**)	.376(**)	.798(**)	1	.790(**)	.743(**)	-.083
S-C	.416(**)	.424(**)	.462(**)	.422(**)	.786(**)	.790(**)	1	.808(**)	-.044
V-C	.468(**)	.449(**)	.468(**)	.461(**)	.767(**)	.743(**)	.808(**)	1	.005
CGPA	.174(**)	.137(**)	.096(*)	.101(*)	-.059	-.083	-.044	.005	1

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

LS: Learning strategy, C: Capability, R: Reading, L: Listening, S: Speaking, V: Vocabulary

Table 1 shows the correlation matrix of the nine variables: four for learning strategy subscales, four for self-efficacy subscales, and one for academic performance. As shown in the table, reading strategy positively correlated with listening strategy, speaking strategy, and vocabulary strategy ($r = .765, .675, .645$), and students who had a better listening strategy, would have better speaking and vocabulary strategies ($r = .725, .688$). Speaking strategy was significantly correlated with vocabulary strategy ($r = .745$). Self-efficacy belief of reading was positively correlated with listening, speaking, and vocabulary capability ($r = .798, .786, .767$, respectively). Students who used the reading strategy seemed to be more self-efficacious in reading, listening, speaking, and using vocabulary. The data showed that

reading strategy was significantly positively correlated with the self-efficacy belief of reading, listening, speaking, and using vocabulary ($r = .440, .440, .416, .468$). Students who had a high level of speaking self-efficacy, used the speaking strategy more frequently ($r = 0.462$). Similarly, students who adopted the acquisition of the vocabulary strategy were found to have a strong self-efficacy in vocabulary acquisition ($r = .461, p < 0.01$). The data also showed that academic performance had a significant correlation with all variations in the language learning strategy; however, the level of significant correlation was very weak. In addition, there was no significant correlation between academic performance and language learning capability. The results indicated that academic performance was positively correlated with reading strategy (.174), listening strategy (.137), speaking strategy (.096), and using vocabulary strategy. Overall, the study found that all the variables of learning strategies had a positive relationship with self-efficacy variables. The value shown for the eight variables is between 0.378 to 0.806, $p < 0.01$. This shows that the self-efficacy of university students in Peninsular Malaysia had a strong positive relationship with the language learning strategy. The result is consistent with the findings of studies by other researchers (Chamot et al. 1993).

DISCUSSION & IMPLICATION

Results showed that, on average, most students (more than 60%) practiced reading strategies, listening strategies, speaking strategies, and vocabulary learning strategies. In terms of listening strategies, a large number of students decided to first hear specific information, referred to reference material, and also checked whether the predictions made were correct. In the speaking strategy, many students focused on the most important information to be heard so they could concentrate on what they heard. Most of them were also using the normal structure of the language they used. When implementing a learning vocabulary strategy, most students will ensure that they learn the words associated with their own individual lives.

The study also showed that there was a significant relationship between LLS and student achievement. However, there was no association between self-efficacy and achievement. The study showed that self-efficacy was the best predictor in determining students' LLS. The study found that self-efficacy had a significant relationship with learning strategies. High student self-efficacy was found to have a good learning strategy; in contrast, low student self-efficacy would have a weak learning strategy. This finding supported the theory of social psychology that stated that motivation is an important factor in language learning (MacIntyre & Gardner 1994), and self-efficacy is one of the motivational factors. Motivation also plays an important role in influencing the frequency and types of language learning strategies used (Nyikos & Oxford 1993).

The level of correlation between self-efficacy and the learning strategies of language is strong ($r = 0.539$). The study is in line with the findings of previous researchers (see Dreyer 1992, Green & Oxford 1995; Magogwe & Oliver 2007). In Arabic language learning, students were less actively involved in building a meaningful understanding of the new information in the form of facts, concepts, and procedural knowledge. Therefore, it is incumbent upon teachers—and all educators—to help students use the learning strategies that can most effectively help them obtain new information. Students should be exposed, and always encouraged, to process information using the elaboration of self-efficacy and learning strategies in order to build links between existing knowledge of the same subject or across disciplines. Students need to organize the information obtained separately, either in the form of tables, diagrams, charts, or concepts, and integrate the information learned by daily experience. In this case, teachers should expose the various strategies to their students. Teachers would do well to introduce and implement such strategies as how to formulate and develop a concept, how to create analogies, and how to apply a mnemonic device in order to help their students maintain their memorizing skills.

Teachers play a vital role in, and have a significant impact on, teaching learning motivation to their students—especially since it relates to emanating their confidence to their students in learning the Arabic language. Teachers need to establish an authoritative pattern of interaction and show a caring attitude and concern for all students in various levels of achievement. Teachers need to provide challenging assignments and guidance so their students can be successful. Grading of the assignments should be characterized by enhancement of personal competence among the students, instead of creating competition among individuals.

Students rarely understand abstracts, such as the relationship between content knowledge and daily experience, since it is not important to them, is not used every day, and is difficult and/or tedious for them. Therefore, teachers are expected to provide appropriate training and concept demonstration for their students, focusing on the relationship between the content of the curriculum and the Arabic language applications in daily life.

Teachers should teach self-learning techniques to students so that they can overcome this technological age. Students are no longer seen as passive individuals but proactive in seeking information. Therefore, they should be exposed to techniques and self-understanding so they can develop self-awareness and independence.

Motivation and self-regulated learning strategies for students need to be addressed by the teachers. Although many findings support the importance of the self-regulation process, some teachers persist in preparing their students to learn in their own way. Students are rarely given the choice of academic work to be undertaken or the method to perform a complex task. There are only a few teachers who encourage students to develop specific objectives or who teach their students learning strategies. The students are rarely asked to evaluate their work or self-estimate their competence on new tasks. Teachers also rarely assess their students' self-efficacy learning beliefs or the characteristics of cause and effect or consequences of actions in order to identify the difficulties related to motivation and cognition. Any process of self-regulation, such as training, goal setting, and/or self-assessment, can be learned from parents, teachers, and peers. Self-regulated students actually seek help from others to improve their learning strategies. Student self-regulation focuses on how the teachers stimulate, modify, and maintain a particular learning practice in the context of social and solitary awareness. Teaching the process of self-regulation is especially important in an era where learning activities seem to have disappeared.

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