

Speaking Good Arabic: Learners' Perceptions

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This research was funded by the IIUM Funding.

Abstract

Learners' beliefs and perceptions play an important role in language learning. This paper describes a study investigating the perceptions of good as well as poor Malay speakers of Arabic regarding the Arabic language, and their views on the necessary skills and competencies to become good speakers of Arabic. It highlights the similarities and differences between both Malay groups of Arabic speakers, and explains how their perceptions influence their strategies and performance in learning Arabic speaking skills. The author provides some suggestions for teachers in the concluding section.

Keywords: Arabic language, speaking skills, language learning strategies, learners belief, foreign language learning.

1. Introduction

Language learners have certain beliefs or perceptions about the language being learned (Horwitz, 1987). Abraham and Vann (1987) wrote that "learners have at some level of consciousness a philosophy of how language is learned" (p: 96). The learning philosophy "guides the approach the learners take in language learning situations which in turn is manifested in observable (and unobservable) strategies used in learning and communication" (p: 96). In a study conducted in 1987 to identify the background factors that learners brought to the learning situation, learning and communication strategies they consciously employ in language learning and methods for developing language proficiency, they found that the successful learner appears to have a broader view on language learning than the less successful learner. The successful learner believes that language learning requires attention to both function and form, including vocabulary, morphology and grammar, while the less successful learner believes that a language primarily comprises a set of words that could be strung together to communicate. As the above study suggests, the successful learner displays a higher concern for grammatical rules and correctness to improve his speaking and writing, shows greater use of learning strategies, and is more flexible in matching the strategies according to the circumstances. On the other hand the less successful learner seems to approach all tasks in the same way and completes them in the most simple manner as possible.

Similarly Wenden (1987:103) found that views on language learning, strategies, attending pattern and evaluation criteria, were closely related to each other. Learners who stressed the importance of using the language to approach language learning would often utilize communication strategies because as they interacted in various social settings, they attended primarily to the meaning and social purpose of the interaction and not to language form. They viewed an activity as important if it provides the opportunity to use the language. Those who emphasized the importance of personal factors often use cognitive strategies to help them to better understand and remember specific items of the language. They put much concern on language form, and admitted approaching communication situations very consciously, aiming at learning the language. They also believed that an activity is useful if it provided an opportunity to hear good or proper language. Learners who emphasized the importance of personal factors tended to attend to language forms or the social purposes of a communication, rather than remembering the feelings associated with various learning activities and contexts of learning. These learners were normally preoccupied with the affective criteria pertaining to the relevance of what they were learning.

The above studies proved that learners' beliefs and perceptions play an important role in language learning. These beliefs and perceptions should be properly understood by teachers to ensure the effectiveness of the language lessons. This paper describes a study involving good and poor speakers of Arabic among Malay learners, comparing their perceptions of the Arabic language, Arabic speaking skills, and the pre-requisites to becoming good speakers of Arabic. It highlights the similarities and differences between both groups regarding the above factors. This study aims to sensitize teachers to learners' perceptions of language learning, thus enabling them to avoid misunderstanding the learners' viewpoint, which would, in turn, enhance pedagogical effectiveness and quality, with new information and strategies. Horwitz (1987) asserts that students' beliefs about language learning may be susceptible to teacher intervention.

2. Methods

This was a case study employing individual interviews and focus group interviews to elicit data. The case study mode was chosen because it clearly delineates what is to be studied and what is not to be studied. The study focused on Malay learners only. The parameters involve, on the one hand, a differentiation between Malay learners and the rest, and on the other, between Malay learners who are good Arabic speakers, and Malay learners who are poor speakers of Arabic. If there is no clear differentiation, the discussion might simply turn out to be about the average speaker and the comparison might not be valid. Furthermore, a case study hints at deeper exploration, and offers a thick description of the case being investigated.

2.1 Selection of participants

To guide in the identification of an information-rich sample, the researchers began by listing all essential criteria for the participants before locating a unit matching the list. The first step was to clarify the meaning of 'Malay'. In the study 'Malay learners' refer to Malaysians who have never been abroad. Malay learners of Singapore, Indonesia, Brunei, South Thailand, and so forth, were not included in the group. The rationale for limiting Malay learners to Malaysians only is to establish some degree of congruence in the Arabic Language learning background, environment and experience. Malay learners of other countries might receive their Arabic Language education differently from their counterparts in Malaysia. Their distinct Arabic learning experiences could result in different levels of ability in Arabic speaking skill. Furthermore, those who obtained their formal study abroad from the Middle Eastern countries presumably have better Arabic speaking skills, as the consequence of direct exposure and immersion in the environment of indigenous Arab native speakers.

Secondly, the Malay learners were current students of the International Islamic University Malaysia (IIUM), comprising year one to year four students. Malay learners from other universities and school children were excluded from the list. Thirdly, the selection of good Arabic speakers among the Malay learners disregarded any Arabic language-based specialization, since the number was small compared with that of the moderate or poor Malay Arabic speakers. However, the selection was made from the Arabic Language-based specializations such as Arabic Language and Literature, Islamic Revealed Knowledge, and Teaching Arabic for the non Native Speakers. As for the poor Arabic speakers group, the study selected Malay learners from the Arabic Language-based specializations. Fourthly, the researchers applied the Arabic Placement Test (APT) results announced by Centre for Languages and pre Academic Development (CELPAD) of the IIUM to select good and poor Malay speakers of Arabic. Good speakers of Arabic were those who scored band 7 (out of 10) and above. According to the scheme issued by CELPAD, they were described as demonstrating high proficiency and fluency while speaking. They were also able to express their thoughts very clearly and orderly, commit no or very few mistakes in pronunciation, vocabulary and grammar. The poor Malay speakers of Arabic included those who scored band 4.5 (out of 10) and below. They were characterized as being unable to express or convey their thoughts clearly, made many mistakes in pronunciation, grammar and vocabulary. In general, their communicative interaction was very difficult. Their lack of proficiency was usually characterized as being totally clueless and not able to communicate in the Arabic Language at all.

2.2 Data collection and analysis

As mentioned earlier, the researchers conducted individual interviews and focus group interviews to collect the data. For the individual interviews, the researchers interviewed six participants. Three of them were good Malay speakers of Arabic, and the other three were poor Malay speakers of Arabic. As for the focus group interviews, the researcher conducted two focus group interviews consisting of four participants each. The total number of participants involved in this study was 14. The interviews conducted were semi-structured. The questions that formed the main body of the interview required the participants to report on the strategies performed in the classroom to develop Arabic speaking skills. The individual interviews were audio-recorded while the focus group interviews were audio- and video-recorded. The data collected were then transcribed verbatim into texts and coded manually to elicit the main ideas and themes. The researcher began the analysis of the data by using the transcriptions of the verbal information from the interviews recorded as the body of material for content analysis. The main ideas were then transferred into the coding template to be coded and assigned themes.

2.3 Validation strategies

For this study, the researchers engaged four validation strategies; a) multiple methods triangulation strategy, b) member checking, c) peer examination, and d) rich description of the findings. Such amount is considered sufficient

as Creswell (2000) recommends that researchers engage in at least two of those validation strategies. After the data analysis, the researchers proceeded with the member checking procedure, whereby they took the tentative results back to the participants, asking for their reviews, to check if the main ideas and themes emerged corresponded to what they have said during the interviews. The necessary correction was made after the exercise. The study proceeded with a peer examination procedure whereby they sought help from two colleagues who were well-experienced in teaching the Arabic Language, including the language skills to recheck and provide comments on the main ideas and themes that emerged.

3. Results

(Note: From this part onwards the good speakers of Arabic will be labeled **MGAS** and the poor speakers of Arabic will be labeled **MPAS**.)

3.1 *The importance of Arabic speaking skills for the Malay learners*

The findings revealed that participants of both groups of speakers perceived Arabic speaking skill as important (except for MGAS 1). This is due to their common perception that being fluent and proficient speakers of Arabic shows a positive outcome of Arabic language learning. This reason was shared by 3 MGAS and 6 MPAS. Arabic language competency comprises, 4 language skills component, namely reading, writing, listening and speaking skills; therefore, a language learner should be able to master all the 4 components in order to accomplish the language learning objectives. However, among all skills, speaking is commonly used to judge a language learner's competence, as mentioned by MGAS 5. People prefer to ask the language learner about anything in the FL/L2 or listen to his speaking rather than read his writing. On the contrary, MGAS 1 presented a totally different view from the rest, as he said that Arabic speaking skill is not important for the Malay learners except as a basic skill.

To me that is not so important probably because if we look at it from the academic perspective, there are people who are good in writing. So, if he can write well there is no need for him to be good in speaking as well.....That is considered as relevant and sufficient enough.

What he meant by 'basic' is the ability to listen, understand and respond to the conversation. Malay learners should not be expected to achieve debater or native speaker level in Arabic. He further explained that speaking skill should not be viewed as the ultimate measurement of success in language learning. Sometimes a language learner excels in writing but performs very poorly in speaking; therefore it is not fair to base the evaluation solely on his or her speaking skill. He stressed that the ideal level of Arabic speaking skill for the Malay learners should consider the average competence of all Malay learners in Malaysia. If the majority is able to speak basic Arabic then that should be the norm for all.

The above finding shows that the participants understand the idea of teaching and learning FL/L2, which is to accomplish communication goals. According to the National Capital Language Resource Center of the United States [NCLRC], the "desired outcome of the language learning process is the ability to communicate competently, *not* the ability to use the language exactly as a native speaker does." It further asserts that learners should be able to use it to comprehend, communicate, and think - as they do in their first language" (NCLRC). This goal should be accomplished by all learners of Arabic.

Besides being an outcome of learning, respectively 3 MGAS and MPAS said that Arabic speaking skill is important for career purposes. According to MGAS 6, fluent Arabic speakers are more successful in interviews and stand a better chance of being employed than those who are less fluent. Normally the employer is attracted to candidates who are able to speak Arabic well regardless of his or her specialization. In this respect, the present finding concurs with Lazim (2000) who found that about 80% of school leavers involved in his study, especially the educated groups working at government agencies like Lembaga Tabung Haji, Foreign Ministry, Tourism Management Board, Ministry of Arts, Culture, and Tourism in Malaysia, voted communication as their main objective of learning the Arabic Language. Understandably, these agencies require them to be able to communicate well with Arab clients and tourists frequently.

Not surprisingly, 1 MGAS and another MPAS, respectively, support the contention that Arabic speaking skill is essential. The finding corresponds to Brown's (1994, as cited in Florez, 1999:1) as he states that "speaking and listening are the most often used skills in the classroom." Rivers (1981, as cited in Florez, 1999:1) notes that "outside the classroom, listening is used twice as often as speaking, which in turn is used twice as much as reading and writing." According to MGAS 4, learning would be more effective and meaningful if learners are able to speak Arabic well. This is all the more obvious since Arabic is the main medium of communication, especially during

group discussion, class presentation and participation. Its significance was further highlighted by MGAS 1, who stated that understanding Islam is possible through reading and learning, however, to reach a higher level of understanding requires good conversational and rhetorical skills in Arabic in order to criticize, debate and discuss critically with the experts.

3.2 The required level of Arabic speaking skills for the Malay learners

Pertaining to the required level of Arabic speaking skill for the Malay learners, the findings revealed two competence levels, namely, standard and advanced. The standard level could be described as the ability to listen, understand and reply during conversations; while the advanced level refers to the ability to speak as good as natives or as first language users, spontaneous, grammatically correct or no plain grammatical errors, and able to converse on academic and non-academic matters as well. Interestingly, 5 MGAS and MPAS, respectively, commented that Malay learners should be able to achieve advanced Arabic speaking skills at the end of their study, especially for those specializing in Arabic Language. This perception is based on the assumption that the Malay learners have spent long years learning and being exposed to the Arabic Language, and therefore they should have acquired good Arabic speaking skills. On the other hand, respectively 2 MGAS and MPAS perceived that a standard level of Arabic speaking skill is sufficient for the Malay learners. This perception evidently presupposes the average level of Arabic speaking skill of the majority, and the pervasiveness among some sectors of using Arabic as a medium of communication in Malaysia.

The findings showed that the participants possessed quite a realistic perception of the significance of Arabic speaking skill. They realized that speaking skill is critical for functioning fully in a language context, both inside as outside the classroom. They are aware of the importance of acquiring good Arabic speaking skills for the said purpose.

3.3 Pre-requisites to becoming a good Arabic speaker from the viewpoints of both good and poor Malay speakers of Arabic

The findings revealed 2 types of pre-requisites, namely internal and external. The internal pre-requisite refers to essential conditions that an Arabic Language learner must have in order to be adept at speaking Arabic, such as persistence, interest and strong determination to become a good Arabic speaker, high self-confidence, courage, mental readiness, discipline, and having a good stock of vocabulary and literature, and a good command of grammar and sufficient conversational capital. While the external pre-requisite refers to conditions that support the development of Arabic speaking skill from outside the learner, such as a supportive environment and ample opportunity to practice speaking Arabic.

3.3.1 Internal pre-requisites (self)

Respectively 3 MGAS and MPAS stressed the importance of self-confidence in order to become good Arabic speakers. Learners often need to be able to speak Arabic with confidence in order to carry out many of their most basic transactions in the classroom as well as outside the classroom with native speakers, in co-curricular activities and so on. Therefore, they need to overcome or at least reduce the shyness, panic or fear of speaking Arabic; otherwise they cannot perform these personal and social interlocutions successfully. Self-confidence is closely related to courage. The importance of courage was emphasized by 4 MPAS. Learners will gain self-confidence only when they are ready to speak Arabic, to make mistakes, to be willing to be corrected and to accept corrections from others. If they are not ready to face all those challenges, they will not be able to control the fear to speak. MPAS 3 has termed the above situation as mental readiness.

Speaking skill demands practice as mentioned by 2 MGAS and 4 MPAS. Arabic speaking skill is in many ways an undervalued skill. Perhaps this is because Malay learners are living among Malays; therefore they feel no necessity for speaking Arabic and so undervalue its importance. As a result most of them are not able to speak Arabic fluently and proficiently despite spending years learning and being exposed to the language. Therefore, learners should always initiate speaking practice to be familiar with the language. Ibn Khaldun stresses that language learning will become a reality through practice and the ability to use it (Gamal Abdul Nasir Zakaria, 2003).

The practice should be performed with discipline as mentioned by 2 MGAS and 1 MPAS. Lightbown P. M & Spada. N (2002:85) explains that “strategies begin as declarative knowledge that can become proceduralized with practice”.

Ibn Khaldun uses the term *malakah* to refer to proceduralized knowledge (Gamal Abdul Nasir Zakaria, 2003). He defined *malakah* as a talent or characteristic *sifah* that is adopted due to continuous and regular practice and repetition. The more one practices and repeats anything learnt, the more it helps to strengthen the *malakah*. The process of acquiring the *malakah* begins with the learner's interest in a particular knowledge, known as the *sifah*. When the learner keeps on practicing and repeating the knowledge, it will become partially adopted and not habitual, which is known as the *hal*. When the learner continues practicing and repeating it, it will then become automatic, completely adaptable and habitual to the learner. At this stage, the knowledge is termed as *malakah*, which also means a skill or mastery.

In addition, learners should have strong interest or motivation to become good Arabic speakers as pointed out by 2 MGAS and 1 MPAS. Strong interest promotes courage, confidence, creativity and discipline in the learners. MGAS 2 said that her strong interest to become a good speaker of Arabic has transformed her into someone new full of courage and confidence. She narrated that she was always reluctant to speak Arabic. However, after giving herself a try through a debate class she realized her potential and became highly interested to become a good speaker of Arabic. She further elaborated that she used to be ridiculed sarcastically and corrected openly by the native speakers she talked to. Those experiences, however, have developed her Arabic speaking skill and self confidence tremendously. Similarly, MGAS 3 stated that his high interest to become a good speaker of Arabic has motivated him to become very creative to match the media to his needs in the speaking skill. He narrated that he watched Arabic movies to improve his formal Arabic Language and watched video clips to learn spontaneous daily conversations.

According to MPAS 6, learners should get involved in active learning in order to become good speakers of Arabic. He asserted that active learners tend to be more productive than receptive in the classroom as they continuously involve themselves in the language learning task by responding positively to the given learning opportunities. With their active participations, they become more confident and courageous to speak Arabic. This aspect was identical among the successful learners in a research conducted by Naiman, Frohlich, Todesco and Stern (1978, as cited in Skehan, 1989), who reported that good language learners actively involve themselves in the language learning task by responding positively often.

3.3.2 Internal pre-requisites (language)

With regard to the language pre-requisites, vocabulary was found to be the most fundamental to becoming good speakers of Arabic, as mentioned by 7 MGAS and 6 MPAS; this was followed by Arabic grammar, as mentioned by 5 MGAS and 4 MPAS. The knowledge pertaining to vocabulary and grammar seem to be inseparable and indispensable to speaking a FL/L2. This is because in order to say something, the learners must act on a string of vocabulary to form a sentence, and similarly with grammar in order to assemble the sentences correctly in the conversation. The Arabic language is uniquely different from the Malay language or any other language. The Malays are not familiar with objects referred to as 'masculine' (*mudh'akkar*), or those that are considered 'feminine' (*muannath*); and furthermore, there are words, rhymes of words (*wazan*), a lengthy table of pronouns (*tasrifat*) that requires memorization, various styles and structures of sentences and many more. MGAS 3 suggested the learning of Arabic morphology prior to that of Arabic syntax in order to expose learners to the formation of words, rhymes, meanings, and so on, before learning to put them in sentences correctly. The importance of the vocabulary was highlighted by MGAS 1 who remarked that he had spent an enormous effort to collect Arabic vocabulary in his early stages of study at the IIUM. He said that he wrote down every new word or phrase he encountered in classes that he attended, or found in his readings in his personal dictionary and memorized all of them (approximately 200 pages)

.....what I did was, I spent a year in matric memorizing every word I heard. I memorized a 200-page book filled with words and spoke to myself as well as read a lot.

Emphasis also was given to the content of speaking, as pointed out by 1 MPAS, and extensive reading, as mentioned by 1 MGAS. The content of speaking refers to the idea or subject to talk about during the conversation. It might be academic, such as topics related to lessons or non-academic, such as daily conversations or discussions about current issues, and so on. The importance of content was obviously shown in the case of MPAS 6, who expressed his frustration every time he loses an idea to continue speaking with his Arab friends. His friends started to lose interest and retreated when they noticed lesser responses from him. According to Kenneth E. Williams & Melvin R. Andrade

(2008) such problem; inability to express self clearly; which is one of the most common anxieties in speaking foreign language is also associated with fear of making a bad impression or receiving negative evaluation from others. They further explained that common sources of discomfort are having to use simple or broken language, making grammatical mistakes, and concern about incorrect pronunciation

For MGAS 1, Malaysia lacks an environment that supports the development of Arabic speaking skill; learners are left to create it on their own. One way is by extensive reading. He stressed that reading will expose the learners to various sentences that are used by the native speakers. Therefore, learners can apply those expressions in their speaking. He reflected that he had disciplined himself in the beginning of his study at the IIUM to do extensive reading. He allocated his time between *‘Asr* and *Maghrib* (approximately 2-3 hours) prayers, about 3-4 times a week, for reading books.

Before in a library, for two years, I think, I spent 4 days every week from *Asar* until *Maghrib* with reading.

3.4 External pre-requisites

In addition to internal pre-requisites, external pre-requisites such as the existence of a supportive environment and the opportunity that promotes the development of Arabic speaking skill are also crucial to the said skill development as mentioned respectively by 1 MGAS and MPAS. However, the participants were aware that such environment and opportunity are hardly found in Malaysia, except in the classroom and co-curricular activities. The shortage is caused by several factors such as the quality of teachers, teaching methods, syllabus, curriculum and learner attitudes towards Arabic speaking skill that will be reported later.

In conclusion, the findings have shown that the participants were aware of the essential pre-requisites to becoming good Arabic speakers. Both MGAS and MPAS emphasized internal pre-requisites more than the external pre-requisites. However, it was noted that MGAS gave the priority to language requirements in the internal pre-requisites while MPAS gave priority to self requirements in the internal pre-requisites.

4. Discussions

The study showed that most participants of both groups of speakers shared similar perceptions on the importance of Arabic speaking skill for the Malay learners, and the required level of Arabic speaking skill for the Malay learners. However, the difference between them was identified in terms of their perceptions on the pre-requisites to become good Arabic speakers. MGAS and MPAS viewed internal pre-requisites such as language and self pre-requisites as more important to developing Arabic speaking skill than external pre-requisites such as opportunity or environment. However, they differed in terms of the priority of the elements of the internal pre-requisites. MGAS prioritized language pre-requisites over self pre-requisites, while MPAS emphasized self pre-requisites over language pre-requisites.

The pre-requisites listed by MPAS were found inconsistent with their perceptions of Arabic speaking skill. Although most of them said that Malay learners should achieve an advanced level of Arabic speaking skill, they themselves put lesser priority to the role of language among the pre-requisites. An advanced level of Arabic speaking skill cannot be made possible without knowledge about the language. Good speaking skill does not only mean speaking fluently but also speaking correctly and to achieve the required knowledge about the language, especially grammar and vocabulary. The researcher believes that MPAS is missing one important element to becoming good Arabic speakers that is knowledge about the language. It seems like the MPAS are emphasizing the self pre-requisites ahead of everything. As stressed earlier, having a good command of the Arabic language is crucial to becoming a good Arabic speaker. Without it learners cannot acquire good speaking skills. This is because, in order to say something, learners must act on their knowledge of vocabulary to form a sentence, as well as grammar to assemble the sentences correctly in the conversation. When they realize the fact that they are weak in their speaking skill, they will lose courage and confidence to speak. Without courage learners will surely be reluctant to speak Arabic with anyone because they are anxious ensuring the correctness of the language, fear of committing mistakes during speaking, being ridiculed by the partners, unwilling to be corrected and hesitant to improve the speaking skill. As a result, they become extremely shy and nervous to speak Arabic. All these feelings kill their excitement and when there is no excitement they establish no positive attitudes towards their Arabic speaking skills. Consequently they become less creative, less motivated, less disciplined, less determined to look for the opportunity or environment to practice speaking Arabic. These attitudes were obviously manifested by MPAS throughout their efforts to develop Arabic speaking skill. These attitudes affect the quality and the quantity of the strategies adopted

by the MPAS. No wonder the level of Arabic speaking skill of MPAS is different from MGAS, although they share similar perceptions.

As for MGAS, having a good command of Arabic language, for example, a sufficient collection of Arabic vocabulary, a good command of Arabic grammar such as Arabic Syntax and Arabic Morphology, will surely beautify their language, thus enabling them to gain courage and confidence to speak. With courage at hand, learners will be willing to speak, make mistakes, be corrected and improve their language. Self-confidence helps them to be calm and relaxed, eliminate or at least reduce their shyness, nervousness, anxiety to face the people. These attitudes motivate them to use various strategies to utilize whatever facilities and opportunities available around them to create the environment and opportunity to speak Arabic. In other words they become interested to practice what they have learnt orally. When they realize that they are able to speak, they will be excited with the new speaking ability, thus establishing more positive attitudes towards Arabic speaking skill such as discipline, motivation, determination, diligence, creativity, and so on. These attitudes were obviously shown by MGAS throughout their efforts to develop Arabic speaking skill. These attitudes will definitely contribute to meaningful and effective strategies inside as well as outside the classroom. According to Ellis (1994:555) “successful learners appear to use learning strategies more frequently and in qualitatively different ways than learners who are less successful.”

The above findings correspond to the study of Abraham & Vann (1987) who reported that successful and less successful learners differ in their efforts to achieve grammatical correctness and flexibility in using strategies. The successful learner displayed higher concern on grammatical rules and correctness to improve his speaking and writing than the less successful learner. In terms of language learning philosophy, the successful learners appeared to take a broader view that believes language learning requires attention to both function and form, including vocabulary, morphology and grammar. Conversely, the less successful learners apparently regard language primarily as a set of words that could be strung together to communicate.

5. Implications for practice

The study showed that perception is an important factor that influences the approach and strategies the students take to develop Arabic speaking skill. The Arabic speaking skill course should therefore be carefully designed to confront and correct student's erroneous and irrational perceptions by cultivating reasonable commitments for successful language learning. The perceptions can be confronted by raising their awareness regarding the objectives of learning the Arabic language, the pre-requisites for effective language learning, and for good speaking skill, solutions to the obstacles in developing the Arabic speaking skill, and so on. This information should be addressed first because it is not worthwhile to teach potential strategies to develop Arabic speaking skill if the students do not appreciate the role of their perceptions and attitudes. Simultaneously students should be exposed to Arabic speaking skill strategies. More importantly, students should be guided as to how to direct their attention away from anxiety and self-consciousness when they are speaking Arabic. The formal teaching of the strategies will expose poor Arabic speakers to potential strategies that they can adopt to develop their Arabic speaking skills. As for good Arabic speakers they will be able to increase or refine the strategies being used. The strategies should be applicable both inside as well as outside the classroom. Teachers or lecturers should be able to make the course as communicative as possible and avoid using translation and memorization as the main methods of teaching and learning.

6. Conclusion

The study showed that perceptions of language learning play an important role in determining the success in L2/FL learning. The study confirmed that perceptions affect the strategies taken by the learners to learn the new language, which in return affect their language performance.

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