

## Studying Effective Elements on learning Arabic among Payam-e-Noor Students Chaharmahal & Bakhtiari Province

Leila Ghanbari Broujeni, Maryam Davtalab

Lecturer in Payam-e-Noor University of Broujen, Chaharmahal & Bakhtiari Province, Iran

[ghanbari\\_188@yahoo.com](mailto:ghanbari_188@yahoo.com)

**Abstract:** Formation, persistence and survival of human society is based on learning and transfer of learning and training based on the teachings of the man from one person to another, from one group to another and from generation to generation. Arabic as one of the most striking features of languages with a rich and attractive teaching and it gives more importance. The aim of this study was to investigate the factors affecting the learning of Arabic language students in PNU Demographic information is in the 2010-2011 school year. For this study, a sample of 200 people randomly selected provinces of Payam-e-Noor University. Participants made questionnaire on factors affecting the learning variables such as interest, motivation, practice and effort, targeted, focused, social class were included, participants completed and grades as the criterion of Arabic learning lessons. The Arabic language scores in participants based on their status variables using the t-test and one-way ANOVA (One Way ANOVA) were compared. The results showed that except economic class and other variables affect the learning of Arabic language students.

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### 1. Introduction

In addition to language learning and language from the distant past human mind preoccupied and some people consciously or unconsciously gained experience in this field and have been enjoying the luxury of learning one or more languages. In the current era, due to the extensive nature of the relationship between people and vital role in the development of this relationship, the importance of learning other languages has increased considerably. So the system of education in all countries, it is considered and hours of educational programs devoted to different educational levels (Zamani, 2000: 85).

The importance and necessity of learning Arabic to Persian language, both from the perspective of religious needs and requirements of national and patriotic vision of preserving the cultural heritage of Persian, the person is not covered and Arabic, the language of culture and Islamic civilization and the nation and people of no particular brief of the Far East to Europe at the heart of it. From the beginning, the Arabic Muslim nations, not their mother tongue, to learn Arabic by assigned, whether it was the language of religion.

Now, thanks to glorious Islamic Revolution and the Constitution states that Arabic language as one of the main courses and high school courses to be considered. The principle of cultural principles rather than a constitution and state legislators to restore the light of the Quran in the

hearts of the sons of this land should have been taught the language of the Quran.

Now, we have the responsibility for implementing the professors and teachers of Arabic's comments are correct must think about how to teach Arabic in the past and present and identify the purpose of teaching Arabic in the shortest possible time and with the easiest ways to approach the attainment of purpose is possible. Our approach must be consistent with the student's talents and culture, and the need to provide necessary attractiveness and pave the way for his long look easy.

Obviously, getting on such ways not possible in a short time and require valuable experiences that should each year, in addition to teaching achieved (Department of applied linguistics, Islamic Research Foundation).

In addition to the conditions and facilities, manpower and especially the teachers; the most important constituent of educational environments is recognized which is effect on any person not wearing the proper facilities. The facilities will be necessary in the absence of teacher performance. Facilities to equip teachers with the knowledge of proper educational environment developed. Environment and organizing training facilities, educational opportunities and creates the right talent with the knowledge, interests and abilities of students in their learning through the correct direction.

For many of those involved in education, yet the question is: what role exercise plays in the

learning process? Do not repeat the learning progress straight? If not, what is the situation rehearsing? What is the most favorable position to exercise? Repetitive tasks can be useful for students or not?

In response to questions raised have said the impact of the whole process of learning and rehearsing in various fields, especially in the area of mental health - physical, is undeniable.

All the old saying good job of filling is heard and understands the game or driving on ice, thus rehearsing just learned and if they will not be repeated, sooner or later will forgotten language of psychologists is no exception to this point and have stated:

"The issue of language courses to learners of the limited range of common interests and harmonious and united stem wonderful learning effect was recognized". (Azeri Najafabad, 113: 1985) and "growing interest in learning a foreign language is difficult without emotional support." (Rio, 64: 19). Due to the lack of sufficient attention to factors of successful learning, success will face serious hurdles drummer education and academic failure and waste of human and financial resources of the important effects of reduced interest and enthusiasm among the students. This research aims to study the factors affecting student learning Arabic language and the size of each of these factors will be examined from the perspective of students.

## 2. Research questions:

1. Have the students' motivation to learn the Arabic language is effective?
2. Are you interested in learning Quran and Hadith in Arabic lessons help students?
3. Is the goal to help students learn the Arabic language?
4. Do rehearsing on the students learning Arabic lesson effective?
5. Are you ready to learn the Arabic language on students' previous learning and effective?
6. Does the number of hours devoted to teaching, learning Arabic lesson effective?
7. Is there any difference in male and female students in learning Arabic language there?
8. Is the natural growth of Arabic influence on the learning outcomes for the course?
9. Does the intelligence to learn the Arabic influence on the course?
10. Is the amount of memory in learning Arabic language influence?
11. Do you focus on learning the Arabic influence on the course?
12. Is the reward and reinforce the learning of Arabic influence on the course?

13. Are punished and anxious to learn the Arabic influence on the course?

14. Is the impact of education on learning the Arabic language?

15. Does age influence on the learning of Arabic language?

16. Are the needs of Arabic influence on the learning outcomes for the course?

17. Does social class and economic impact on the learning of Arabic language?

18. Does the course of study, students learn the Arabic language there a difference?

## 3. The purpose of this study:

The overall objective of this study was to evaluate the factors affecting learning Arabic at the University of Payam Noor (ShahreKord, Boroujen, Gandoman and Boldaji) and high schools in these areas for 2010-2011 school year.

## 4. The need for research

"Some people, with the benefit of sufficient ability and talent, and learning fail. One of the main factors for their failure, lack of interest and willingness to learn and progress is enough. And this is an important factor that must be considered in education, how many students appeared for the intelligence and talent of their effects, but intelligence tests among the general population and are probably gifted and talented their failure due to lack of interest in education in general or to a specific course "(Moghaddam, 37: 2000).

On the other hand, "to motivate the students to overcome their indifference to the causes and circumstances found no interest in them, but as a human being is a complex, indifference to the reasons and causes have may be these factors vary among people "(ibid.).

Those where the Arabic language is very important in our country, so learn it properly should be at the forefront of our efforts and hardships which in practice often leads to weakness of the approach and the creation of this course is among the students of interest. This study and research to identify the causes of these failures and students in learning the language and the course looks.

## 5. Research History

In this study, the research background, research has pointed to 2 external and internal research on the history of research has pointed to 6 theoretical basis of the knowledge of or interest in the factors has been studied.

A) Foreign researches

- Among the studies that have been conducted on the effect of motivation on learning, research by ugurogiu and walberg (1979) conducted a correlation between motivation and academic achievement of equal size reported +0.34 (Sif, 1997: 337).

- godwin (2000, translation: great faith) in their research has shown that when students are more likely to be in the class curriculum learning activities, as well as, considering the interest a valid regulated.

#### B) Domestic research

- In a study of high school students to learn Arabic as a measure trends and influencing factors Segigh Oraei (2003) showed that 59.3 of a very positive attitude towards Arab students and 25.5% of the attitudes between the seer. Only 15.2 percent of students with negative or very negative attitude towards their course are considered. The attitudes of students in public schools and non-profit organizations there to learn Arabic are important. In other words, public school students compared to non-profit schools have a more positive attitude. First year students have a more positive attitude towards Arabic language students compared to their older years. Students with the highest human attitudes and students' attitudes toward learning mathematics lowest Arab has been considered.

Students' attitudes toward Arabic language in different areas of education, students have a more positive attitude towards the down town area high school students. The attitude of the student's classmates to learn Arabic and his interpretation of its attitude towards the course considered. So that 77% of those with a positive attitude and love of his positive attitude. The student's attitude toward his interpretation of the Arabic language and the attitude of the parents are important. Inform the students of the labor market for graduates Arab attitudes toward the course, there was no significant relationship. The adverse effects of the lack of information about students learning Arabic have been a more positive attitude toward the subject. Whatever the students learn Arabic fast and accurate way of learning is much more positive attitude toward school is Arabic. Between students and informed consent by reason of being useless Arabic language and attitudes of students towards the course there is a reverse relationship.

Another finding that the content of interesting books in Arabic and position students to learn Arabic, there was a significant relationship is considered. Among the students to politicians and political interests and tendencies of Arabic course there was a relationship and between students' adherence to religious values and beliefs and

tendencies of Arabic course there was a significant relationship.

- In a study of Azimi Hashemi (2003) to evaluate the interest of high school students (no strings) in Mashhad, studying and influencing factors showed that: Persian and Arabic language teaching more courses than other subjects of interest to students and the academic achievement and interest in education and meaningful relationship.

The most important factors influencing the willingness to attend include: gender (in favor of girls), their self-esteem, motivation, aspirations of the student, and the student's evaluation of school atmosphere, experience failure and rejection of the courses in the curriculum.

- In another study of Palizdar (2001) to analyze and compare interest rates causes girls to boys in secondary school education from the perspective of students, the results obtained in this study is that the use of the contents of textbooks and the interest of there is a significant relationship between students' education. Satisfaction among students and teachers on teaching methods and students' interest in studying the relationship is important.

- Another research study titled: Investigating the relationship between motivation and academic achievement of middle school boys and girls Qajargr Region 7 Education in Tehran (1994). This study investigates the relationship between motivation and academic achievement of girls and boys Junior discussed the results of this study showed that: Between experience and academic failure (dropout) were significantly associated with low indices. Also of great interest to students of high academic achievement and significant relationship exists. The more experienced and higher dropout students drop cookies motivation to be more academic courses. Female students due to their own internal experience of academic failure than boys with indifference to their subject are vital.

- In another research interest is to study the relationship between education and academic achievement of students and academic centers of agricultural education in moral 1997-1998 made clear that: Between academic interest and each of these indices were significantly correlated with academic achievement in the 0.05.

Investigate the relationship between students' attitudes to mathematics with the guidance of their academic achievement in mathematics course in the city by Rahmani (2001) showed that some of the issues. The three elements of cognitive, emotional and behavioral attitude and academic achievement variables showed significant correlation. And the relationship between two variables, attitude toward

learning and academic achievement in lessons in all subjects and separately correlation is significant.

## 6. The theoretical framework

This paper presents a theoretical framework for the study of Arabic language is a fusion of different learning theories, including theories of behavioral, cognitive and social cognitive theories of motivation. Among the features of the man, his special talent for learning to be sure, the emergence and survival of human civilization depends on the talent of learning. In other words, whenever one of these had a shortage of talent in the form of special. It never fails to be artistic, scientific and technical progress and not the nature of these dominates (Shoarinezhad, 161: 1989)

There are different definitions for learning but to summarize, it can be said that perhaps the most comprehensive definition of learning has been achieved and the definition Hilgard and Marquiz in which: "Learning the relatively permanent change in behavior or potential behavior is the result of experience" (Seif. 1997; Shabani, 2003, and Parsa, 2003)

Important characteristics of this change are such examples: a) change, b) the relatively stable and c) relatively permanent changes in behavior due to experience potential.

### 6.1 Theories of learning

Learning theory is a rich and diverse heritage. Nearly a hundred years ago, learning topics under the domination of his philosophical theories are vital. Including Aristotle and Plato was studied. Learning topics were presented (Parsa, 135: 1995). "The psychology of learning schools and one school to another school cognitive although belonging to each of the two school psychologists disagree with in many cases, however, the key principles agreed and based on the common principles of psychologists and school orientation behavior of cognitivist divided "(Seif. 202: 1997).

### 6.2 Theories of motivation

Abraham Maslow's theory of motivation is one of the most comprehensive offers "(Kadivar 197: 2004).

Maslow's hierarchy of needs suggests that according to the needs of lower levels of biological needs for safety or security requirements, dependence or belonging and respect) to the needs of vastly higher levels than before (requires knowledge, aesthetic and self-actualization) satisfies. The theory of Maslow's hierarchy of needs was considered in five times. According to this hierarchy, the teacher helps students identify their priorities, motivations.

Maslow's hierarchy of needs to revise them seven times in the set: A) biological needs; b) the need for security; c) the need for belonging and affection; d) the need to respect; E) requires knowledge and understanding; f) the need for aesthetic; g) the need for self-actualization.

Biological needs, at the most basic level of human motivation enough to provide the necessities of life. Maslow's needs, survival need calls. If you do not meet these requirements in terms of biology and life takes precedence over other needs can satisfy the needs of higher-level rise and have a deterrent effect. For example, some biological needs are supplied by the school: Each class can be hot, cold or sound, very tight, small, long and uneven or soft fit and lessons are boring. This may also be a biological need for student mobility or sensory deprived of their normal limit, therefore, we must be sensitive to the needs of students living.

Safety requirements, which mean having a peaceful environment, free from fear and anxiety is preventable.

Dependency, terms of survival and safety to meet the needs of social belonging to begin. Required dependency on the family experience is then transferred to the social life of the school. Students who feel safe that they are loved by others, and to formally join the group.

Respect: the previous three requirements are met; students are respected by their peers and the talents and abilities that are considered to be resurrected. Respect or admiration may need to be valuable and important to cite success is satisfied. Students should have the confidence to inhale less attention and create opportunities for their success and provide feedback, which will provide the basis for improving self-esteem.

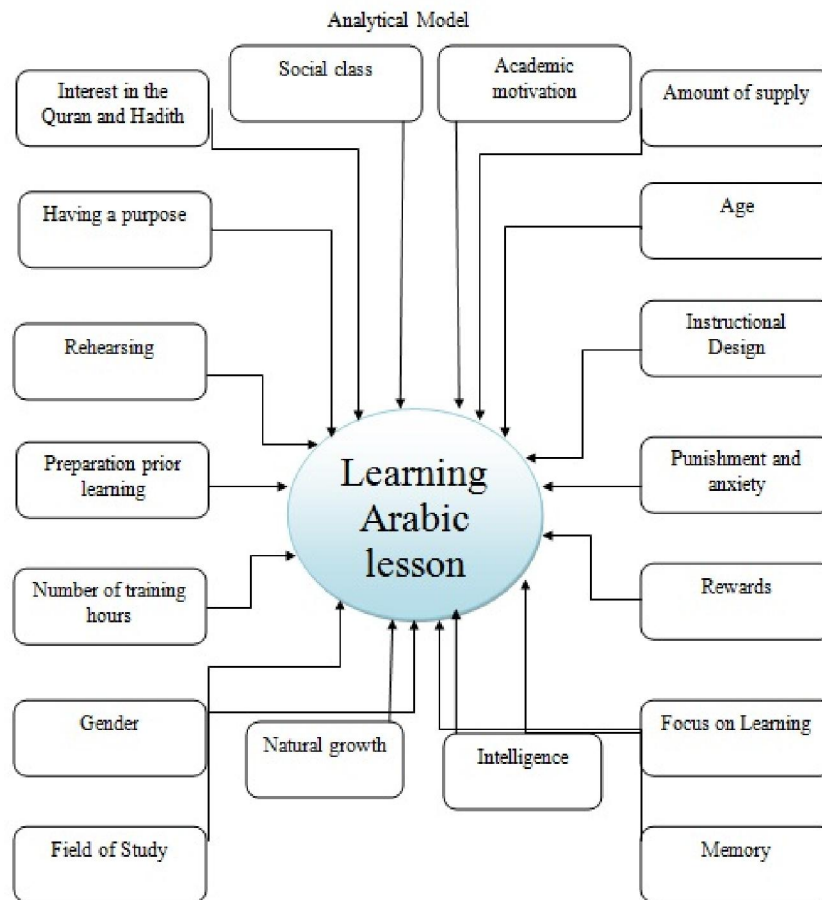
Teachers should try to ensure that students need to meet the needs of lower levels to higher levels of pay. In this way, students will be prepared for the classroom needs to know and searched. (Kadivar 199: 2004)

Due to various factors influencing the learning of different ideas raised in the present study sought to examine the following hypotheses:

- Motivation to learn the Arabic language to help students.
- Interest in Quran and Hadith in Arabic lessons help students learn.
- The aim is to help students learn the Arabic language.
- Rehearsing to help students learn the Arabic language.
- Preparation and previous learning to help students learn the Arabic language.

- Number of hours devoted to teaching the Arabic language learning is effective.
- Between male and female students in learning the Arabic language there.
- Between different fields of study, students learn the Arabic language there is no difference.
- Natural growth affects the learning of Arabic language.
- Intelligence on Learning Arabic influence on the course.
- Learning the lessons of Arabic influence on the amount of memory.

- Based on Learning Arabic influence on the course.
- Reward and reinforce the learning of Arabic influence on the course.
- Punishment and anxious to learn the Arabic language influence.
- The impact of education on learning the Arabic language.
- Age has an impact on the learning of Arabic language.
- The needs of the Arabic language learning impact.
- Social class and economic impact on the learning of Arabic language.



**7. Methodology**

7.1 Type of Research: Methodology This survey was to test the hypothesis.

7.2 According to Morgan that the minimum number of samples for the community of 2,000, 169 people, and the note is the 200 students randomly selected cluster to participate in the study.

7.3 Research Tool: This tool is a questionnaire to collect data. Given that several variables affect the rate of learning, to assess the effects of these

variables, the questionnaire was self-made factors affecting learning. Beginning with an overview of learning theories to develop the questionnaire, a list of the various factors affecting learning theory was developed. The components of each of the items were identified and assessed for each component was developed. 32-item questionnaire was collected in the form of written statements. Factors included in the questionnaire and questions related to each factor are summarized in the table below.

Questions	Variable	No.
1, 2, 8, 9, 10, 12, 14	Motivation	1
7, 8, 12, 24, 27	Interest and attitude to learn Arabic	2
3, 5, 10, 13, 16, 18	Interests and attitudes of the Qur'an and hadith	3
19, 30, 31	Intelligence, memory and attention	4
1, 11, 14, 24, 27	Goal	5
15, 17, 21, 23, 28	Repetition, practice and effort	6
4, 6, 26	Classes	7
29	Motivation and enthusiasm classmates	8
19, 20, 25	Prerequisites (course record)	9

In addition to the variables that were included in one or more questions in the questionnaire, subject to discipline, gender and economic status also choose one of the options embedded in the beginning of the questionnaire were determined.

Remarkably, since the dependent variable, the students learn the Arabic language is, therefore, to measure the variables of test scores in Arabic language was used at the end of the first semester of the academic year 2010-2011.

#### 7.4 statistical methods

In this study, to describe, classify and summarize research data from the descriptive statistics including frequency tables, measures of dispersion, especially the standard deviation, variance and trend indicators have been used in the particular average. Inferential statistics to compare the two groups in terms of the t-tests and also to compare more than two groups, one way ANOVA test (One Way ANOVA) and post hoc test was used.

#### 7.5 validity and reliability

Validity and reliability of the questionnaire was established. If this correlation using the same

questionnaire is self-learning tests Ryan and Connell (1989) by Alborzi and Razavieh (unpublished) standardization, has been 0.73 representing the concurrent validity of the questionnaire is desirable. The validity of the expert report is also desirable. The reliability using Cronbach's alpha, which is equal to 0.68 for reliability is indicated.

#### 8. Data analysis (data)

8.1 descriptive findings: the article merely requires, in this paper, the most important research findings are presented.

A: description of the characteristics of the students participating in the study.

As previously mentioned, for ease of tracking research hypotheses and explore the impact of variables on student learning, each participant acquired on the basis of each variable and compared with the mean score of the participants in that particular variable, a score above or below the specified variable was considered.

The high and low groups were compared with the scores of the Arabic language. The following is a description of the characteristics of the participants with regard to the division above.

Table 1: Descriptive characteristics of variable interest students to learn Arabic

Interest in studying Arabic	Frequency	Percent
High	98	49
Low	102	51
Total	200	100

According to the table a lot of interest in the Arabic language, 98 patients (49%) with high affinity and 102 (51%) had an interest below to learn Arabic.

Table 2: Descriptive characteristics of students at variable interest in the Quran and Hadith

Interest in studying Quran and Hadith	Frequency	Percent
High	35	67.5
Low	65	32.5
Total	200	100

According to the table a lot of interest in the Qur'an and hadith, 135 (67.5%) have high interest and 65 (32.5%) have a low interest in the Quran and Hadith.

Table 3: Descriptive characteristics of students' motivation variable

Motivation	Frequency	Percent
High	79	39.5
Low	121	60.5
Total	200	100

According to the table a lot of motivation, 79 (39.5%) have high motivation and 121 (60.5%) had a lower incentive.

Table 4: Descriptive characteristics of students vary Practice

Practice	Frequency	Percent
High	97	48.5
Low	103	51.5
Total	200	100

Due to the enormous amount of effort and practice by students, 97 (48.5) of patients with high and Practice 103 (51.5) of the Practice were low.

Table 5: Descriptive characteristics of students in attention and memory variable

Attention and memorize	Frequency	Percent
High	116	58
Low	84	42
Total	200	100

Due to the enormous amount of attention and memory by students, 116 (58%) with attention and memory, and 84 patients (42%) had a lower attention and memory.

## 9. Conclusion

In summary, to avoid prolongation of the Word, the main results of the findings of this paper are:

- Interest in Arabic language, learning this lesson the impact.
- Interest in the Quran and Hadith, Arabic influence on learning lessons.
- Motivation, learning lessons, Arabic influence.
- Practice-based learning Arabic language influence.
- History of the Arabic language, Arabic language learning impact.
- Attention, memory, learning lessons, Arabic influence.
- The above objectives, the impact on learning Arabic language.
- Field-based learning Arabic language has no effect.
- Economic status of the family, no effect on learning Arabic language.
- Number of hours devoted to teaching Arabic, Arabic influence on learning lessons.
- Enthusiasm peer-learning course on Arabic influence.

## 9.1 limitations of the study

These studies, like any other research is faced with its own limits, the following are some of them:

1. Factors affecting learning and assessment are very numerous and include all of these factors in a study is actually very difficult. Therefore, a limitation of this study was to span over the issue and was not possible to check all these factors.
2. Since the primary means of data collection in this study, the questionnaire was and a self-report questionnaire was completed by participants, the usual limitations of self-report questionnaires skirt has also been involved in this research.

## 9.2 Research suggestions

1. With regard to the particular circumstances of the training will be offered in PNU and comparative study of factors affecting the learning done at other universities.
2. Given the extent of the factors affecting learning that some of them were evaluated in this study, it is suggested that the population of the present study also evaluated other factors affecting learning.
3. It is recommended that research be done on middle and high school students to allow comparison of the

various factors at different ages and education provided.

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