The Role of Students Motivation in Teaching Arabic as a Second Language in Dubai

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Abstract: **The Arabic language is a massive component of cultural attachment for non-native Arabic speakers' students in the United Arab Emirates. The study of Arabic is not only crucial for liturgical but also for personal reasons. Students who study Arabic for communication purposes only limit their scope of use. On the other hand, students who pursue Arabic to connect with their ancestry, understand Islam's religion, and achieve personal satisfaction tend to explore much more. Teachers are involved in the learning and mastery of the Arabic language through methods of teaching and motivational quotes during class. This study evaluates which teaching methods are appropriate, which factors affect students' motivation, and the role of motivation in teaching and understanding Arabic. Additionally, this study answered three questions:**

> a. **What is the role of motivation on students' part during the teaching of Arabic as a second language?**
> b. **What roles do teachers play in the motivation of students to learn Arabic as L2?**
> c. **What is the impact of various teaching methods on students' motivation while teaching the Arabic language as a second language?**

This research involves 20 students of Arabic language learners and has lived in the United Arab Emirates for their lifetime. Also, they have studied Arabic as a second language in Dubai private schools.The findings urge teachers and stakeholders to motivate students through motivational remarks and hope, support personal learning, employ collaborative activities, make activities time-bound, give prizes and good feedback, provide direction, do not press hard, use interactive technologies to make learning pleasant, and encourage personalized learning.

Keywords: **Arabic, Motivation, Language, Student**

I. INTRODUCTION

Motivation plays a central role in second language learning and mastery. For several decades, many researchers have studied the concept of second language learning. In the quest for knowledge, researchers have studied several factors that help teach the second language. Previous research has repeatedly pointed out the need to motivate students in their pursuit of knowledge in L2. Alizadeh (2016) notes that students' level of motivation determines how they can read and understand second languages. Motivation depends on various sources, notably static and dynamic forms. Dynamic causes are directly related to the learning environment of the learner. In the classical static motivation, learners draw their inspiration from their local communities' prior experiences. Dmour (2015) conclusively suggests that entirety motivation is a variable that keeps on change with time. Previously, limited research on the mastery of Arabic as

a second language was carried out. The value of this research is to help determine the importance of motivation in understanding Arabic as a second language.

The aspect of learning is not complete without the involvement of instructors. Teachers can recognize students who have an intrinsic interest in studying the Arabic language for self-satisfaction. Other than nothing fluency in speech, teachers can also determine the proficiency of learners. Motivation further determines the pace at which a learner understands Arabic as a second language. The primary stimulus to second language learning is the driving force behind the difficult task of acquiring a second language. Typically, the art of learning a second language is unique, considering the multidimensional and complexity that surround it. The uniqueness of these phenomena equally covers an essential aspect of personal and social reality. Language is defined as the complex component of an individual's identity, communication system, and organization channel. The process involving motivation in teaching Arabic as a second language should be approached to consider these crucial aspects of communication. Learners should also sustain their efforts to understand L2. This paper intends to evaluate motivation, what drives motivation, and the teacher's role in this form of understanding.

Rationale

The Arabic language is a massive component of cultural attachment for non-native Arabic speakers' students in the United Arab Emirates. The study of Arabic is not only crucial for liturgical but also for personal reasons. Students who study Arabic for communication purposes only limit their scope of use. On the other hand, students who pursue Arabic to connect with their ancestry, understand Islam's religion, and achieve personal satisfaction tend to explore much more. Teachers are involved in the learning and mastery of the Arabic language through methods of teaching and motivational quotes during class. This study evaluates which teaching methods are appropriate, which factors affect students' motivation, and the role of motivation in the teaching and understanding Arabic.

Research Questions

> a. What is the role of motivation on students' part during the teaching of Arabic as a second language?
> b. What roles do teachers play in the motivation of students to learn Arabic as L2?

c. What is the impact of various teaching methods on students' motivation while teaching the Arabic language as a second language?

II. LITERATURE REVIEW

Motivation is a frequent word in various educational and work environments. Quan (2014) notes that motivation is the second-best method of predicting success other than aptitude. The effort to which learners weigh to understand a new foreign language broadly defines motivation. The success of learners in speaking fluent Arabic is coupled with the fact that motivation is hugely involved. In the most recent research, there have been suggestions that the willpower to achieve a specific goal can also be described as orientation. Suryasa, Prayoga, &Werdistira (2017), in their descriptive research, define posit that predicting motivation by orientation is nearly 40%. Further, learning student orientations also contribute heavily to motivation, and by extension, a measure of success. Motivation is also based on the attitudinal variables towards speakers, the community's cultural aspects, and people's interaction.

Historical research on motivation

Gardner and Lambert are recognized to have developed the first concepts of motivation in learning second languages. It is worth noted that Gardner and Lambert developed the original Mowrer's theory to give rise to modern understanding. Mowrer, in his approach, suggested that the "importance of identification with a valued person." Gardner and Lambert indicated that people who believe in Mowrer's theory are likely to develop insights into the second language speakers, develop an understanding of their culture, and speak their language. The pattern of motivation is, therefore, an essential aspect of motivation, named an integrative orientation. Orientation is, therefore, an essential component of learning a second language. Alizadeh (2016) notes that this level of motivation presents several advantages, especially for students seeking to learn a new language. The developments of these theories give rise to cognitive and affective factors. Further, Quan (2014) notes that affective factors relate to the learner's attitude to gain knowledge formally or informally. Many researchers have brought forward several arguments and models to define and understand the role of motivation in teaching second languages.

The definitions of motivation in the context of teaching second languages

Gardner and Lambert's influential status because of their contributions to this field of study has heavily influenced continuing research. Sylvén (2017) notes that instrumental motivation is a desire to achieve a particular goal as the first definition. For example, a learner who wishes to contest for a position whose core requirements include a proper understanding of the Arabic language has a different motivation force. Other notable examples of learners within the instrumental motivation concept include reaching educational milestones, passing an examination, or entering countries where fluency in the Arabic language is mandatory.

On the other hand, integrative motivation has a different meaning in the context of teaching students the Arabic language as a second language. Patel, Harun, & Hasni (2018) notes that the desire to identify with the culture and people if a language prompts student to understand a second language. In his publication, Quan (2014) differs from Gardner and Limber's concepts, arguing that integrative motivation is a broad concept, opting instead to suffice another concept of motivation. Graham developed the assimilative and integrative approach concurrently to help understand the motivation. In this definition, integrative motivation defines the learner's desire to master a second language with a primary desire to communicate and ease interactions with natives.

On the other hand, Graham explains the assimilative approach to become an indispensable drive to identify with the second language's culture. The assimilative motivation is most likely to become instrumental when a learner begins to master the second language at a younger age, a more natural approach. Therefore, students can learn the new language without being immersed in the second language in its entirety.

In a similar publication, Edward Deci develops a new approach to motivation in teaching the second language. Deci introduced intrinsic and extrinsic motivation, which offers a new theoretical lens of studying motivation. In his viewpoint, Deci describes intrinsically motivated actions as those without a visible award. People tend to be engaged in the activity because of their own sake, fulfill inner desires, and not because there is an impending benefit. Further, intrinsically motivated actions satisfy self-desires, such as determination and a personal sense of competence. For example, students who learn Arabic as a second language within the United Arab Emirates may be fulfilling their desire to become bilingual.

The extrinsic motivation concept refers to the exact opposite of the intrinsic viewpoint. It is promising and laced with expectations for an outside sign of achievement. The possible rewards from this category of motivation include cash prizes, educational certificates or accolades, and even positive feedback from peers. Other unique examples within this definition include evading punishment as a form of motivation. Actions that are taken to avoid being punished have been contested hotly in the last as intrinsic motivation. The definitions mentioned above reflect the theoretical concept of motivation in teaching Arabic as a second language.

Gardner and Lambert describe the value of understanding a new language in explaining their orientations. The instrumental viewpoint, for instance, reflects the advantage and practical benefits of this kind of motivation. On the other hand, the integrative theoretical lens offers a sincere interest in an individual's personal desire to understand a people and

their language. Gardner and Lambert's approach's bottom line is that an integrative approach to orientation is necessary, especially for learners to learn a second language for long-term needs. Similarly, Alizadeh (2016) notes that integrative motivation is likely to accompany higher scores in tasks to determine proficiency in the second language. Therefore, the integrative wing of motivation is very instrumental in developing an in-depth understanding of a second language. Teachers and researchers have also adopted this form of motivation, described as a motivating approach to learning.

In contrast, Quan (2014) differs from this concept opting instead of a practical motivation approach in his qualitative study, among Marathi-speaking Indians, learning English fluently. In their study in the Philippines, Gardner and Lambert note that an instrumental argument is exceptionally vital in learning a foreign or second language. In Gardner's concept, the aspect of attitude is demonstrated by Anglo Canadians who have a positive attitude towards French-speaking people. Therefore, the integrative motivation approaches appear to apply to a hypothetical view in predicting a second language's success.

In this theoretical lens of motivation, culture plays a critical role in this development—the local conditions and beliefs of an individual play a central role in adapting to a new language. Patel et al. (2018), in their study of North West Amazon couples, determines the motivation of partners to understand each other's ethnic language. The purpose of this study was to determine whether the motivation to learn a second language is instrumental or integrative. In this argument, partners from countries where English is not exclusively spoken, English is only acquired for instrumental purposes.

Interestingly from these findings, Gardner and Lambert tend to have a mixed mindset that learning languages can be both integrative and instrumental. The rising confusion in this argument makes determining a suitable model of motivation quite hectic. The variation in these findings points towards a complex argument. Research has also shown that there could be various forms of motivation for learning a foreign or second language. In some cases, learners have shown ease in the integrative approach while others have differed in opinions, opting for the instrumental approaches.

Similarly, other researchers have noted that an intrinsic or extrinsic approach favors discussing the type of motivation learners imply in understanding second languages. Dmour (2015), for instance, believes strongly that motivation is an intrinsic model and that in the absence of a desire to communicate, even the ideal integrative approach does not make any sense. In this regard, the pressure to communicate fluently and the mounting pressure to achieve this personal milestone drives learning a second language. Alizadeh (2016) and Suryasa et al. (2017) also note that for a fruitful long-term engagement, the intrinsic is more critical. However, the

arguments above still rate intrinsic motivation above extrinsic motivation.

Their beliefs can differentiate the debate between intrinsic and extrinsic continuums and the hotly contested integrative-instrumental continuum in learners' culture and socio-psychological abilities. In this argument, the extrinsic-intrinsic model steers clear from a cultural viewpoint, while the other model heavily borrows from the socio-psychological theory. The intrinsic-extrinsic model has been adopted worldwide mainly for its importance in motivating learners by developing a self-interest to actualize one's dreams, become autonomous, and excel. The relationship between being motivated and excellence is, therefore, likely to become interactive. A higher level of motivation stimulates the student to learn. However, the willpower to become successful in speaking a second language is derived from the learner's inner self and the desire to succeed. Further, this kind of motivation helps a learner to maintain or create other forms of motivation.

The Role of Teachers in Motivation

There have been acknowledgments on the importance of motivation in learning second languages. However, the role of instructors in motivating the learners to achieve personal desires is equally essential. Today, many teachers Deci's instructional approach to aid in teaching a student-centered setup. There is an aspect of cooperative learning in many classrooms, which is intended to make learning a fun-filled adventure. Over the last two decades, the instructional approach spread within small and manageable students has made learning more accessible. Patel et al. (2018) note that student cooperation is necessary to develop and mastery Arabic as a second language among English-speaking students.

In contrast with traditional teaching methods, the instructional approach is all-inclusive, productive, and helps develop a positive attitude towards both learning environments and teachers. When there is a suitable environment for students to learn in comfort, there is increased motivation to excel. Students also develop interpersonal skills, which essential in relating to one another and ultimately understanding a new language. Sylvén (2017) further notes that students' psychological well-being, which is derived from peer cooperation, improves the mastery of the Arabic language. The fact that peer cooperation drives the motivational system for students in this instructional case scenario is highest.

Further, students who work within peer groups develop an inward desire to achieve their goals as part of a group. To achieve social approval and to become level with fellow group members, students find the zeal to complete their share of assignments. Similarly, students tend to avoid negative sanctions by other group members for failure to meet the group's goals. Other teaching methods that have been implied since time immemorial, the autonomous approach gives students the ability to develop intrinsic motivation. In

contrast, Quan (2014) notes that the autonomous learning model instills a sense of students' desire to succeed at personal levels. In line with Deci's self-determination model, autonomy becomes the core of motivation and pressure on learners, which positively impacts how they understand the use of Arabic as a second language.

Previous research has also shown a difference in view regarding the subject of teaching methods in use. Cook (2016) suggests that learners are motivated to be able to read before eventually gaining fluency in speech. The motivation behind these actions includes the pride of being knowledgeable in another language and self-satisfaction. Similarly, Saiegh-Haddad &Everatt (2017) argue that motivation also impacts other vital aspects of reading, such as breadth and even comprehension. The urge to read for intrinsic and extrinsic motives fuels a positive attitude towards second languages among Turkish students. In qualitative research, Cook (2016) notes that learners were quite showed high emotions and a positive attitude while seeking to understand English as a second language. The level of motivation can be described as both integrative and instrumental.

Further, Quan (2014) argues that group formations equally form the basis of motivation for learners to understand a second language. Students become relaxed and carefree while reading or speaking among their peers. There is a need to note that learners who show no motivation show a massive disappointment for group members. Motivation in groups is drawn from the fact that each member has the zeal to achieve their set goals. Shehata (2015) posits that an instrumental approach valuable in EFL classes compared to the integrative motivation model. Learning in ESL classes, therefore, present a considerable advantage for learners.

Mahmoud (2015) shows mixed motivation, assuming both instrumental and integrative approaches to motivation. Learners that are motivated to learn English have also shown a desire to help less motivated fellows. Suryasa et al. (2017) suggest that students gain proficiency in foreign or second languages due to repeated efforts to master a second language. The level of competence for the target language also improves significantly. Sylvén (2017) defines a suitable classroom environment as a motivating factor to mastery of a target language. Safe climate classrooms give to learners who feel motivated and the desire to fulfill their goals.

Further, teachers must develop the atmosphere within a classroom in order to motivate students to learn. A relaxed and friendly learning environment improves cognitive abilities hence stellar performance in classes. Students are motivated to learn when they perceive themselves as competent people, study, involve extensively learning materials within their study levels, and develop their career goals. When offered the opportunity to express their concerns, get involved with instructors, and study in friendly classroom environments, they find it easier to make ethical decisions that promise more success than failure.

The Key Factors of Motivation

Alizadeh (2016) suggests that the type of motivation draws from a positive attitude and ability to learn, external pressures to prompt learning, and where they enjoy learning or not. Students must develop a positive attitude toward the community of the target language. The inward desire to identify with speakers and cultures of the language itself drives second languages' teaching. There is no chance of understanding a language if there is no attempt to desire certain parts of this community. Typically, a language is derived from a community that has different cultural beliefs. The Arabic language, for instance, is drawn from Muslim countries. Learners must show a positive attitude towards Islam, which is prominent among speakers of Arabic. The chance of converting to Islam, a predominant religion, is a boost for students to master Arabic in detail. Students who enjoy learning Arabic as a second language stand higher chances of success compared to those who are less or not motivated at all. Intrinsically motivated students have higher chances of success because of the drive to achieve a heartfelt desire. Students who study Arabic extrinsically, without purpose, are less likely to achieve competence. They do not enjoy the learning process and thus limit their chances of studying successfully.

III. METHODOLOGY

Approach

The quest for solutions to the research questions drives the researcher to implore various information-gathering tools for this study. The study benefits hugely from the availability of Arabic language learnerswho have spent their whole lives in the United Arab Emirates. The methodology sections detail various selecting suitable participants, retrieving, and analyzing this information to draw inferences. The study employs a qualitative approach in which online surveys will be used to interview potential participants. Taylor, Bogdan &DeVault (2015) defines qualitative research as a non-numerical data method that uses analysis of responses to understand various aspects of social life.

Further, this method of research is exclusive to the social sciences and is successful in target populations. Similarly, Padgett (2016) suggests that this type of research is appealing to education because it offers the researcher an opportunity to explain people's behavior, interaction, and actions. Furthermore, qualitative research methods investigate symbols, processes, and how they relate to human social life.

The approach also focuses on the day-to-day life experiences of individuals and developing new theories that can be evaluated for future research. Typically, qualitative researchers tend to involve their eyes, ears, and intelligence to collect, describe, and perceive the target population and their actions. Lune and Berg (2016) evaluate several qualitative research methods, including direct observations, open-ended surveys, focus groups, in-depth interviews, content analysis,

and intensive ethnographic observation. The data collected through the qualitative approach will be analyzed through coding, involving the researcher's eyes and brains. Tentatively, computer software, which is now commonplace, can also be implied in data analysis for larger participant groups (Taylor et al., 2015). However, human interpretation of the collected data is equally important to avoid common criticism of deploying computer software. There is a need to note that data analysis is carried out with caution to reduce various forms of research bias. Glesne (2016) also argues that the researcher should avoid influencing data, resulting in errors.

Participants

The involvement of participants in this qualitative study is a valuable information-gathering tool. The vital aspects of qualitative research include selecting suitable participants, which increases the chances of collecting consistent results. Therefore, the interaction with the study participants means that those involved must satisfy the study's prerequisites. Brennen (2017) further notes that participants must be available during the whole period to limit the chances of budget influx. The participants must be able to offer their thoughts without fear. There is a need to note that findings participants who have real-life experiences with the study topic and are well conversant with the research questions increase the chances of success. The initial step is to provide a list of requirements for eligibility. It contains an ideal participant's description and other brainstorming questions to describe the participant in detail. The amount of time spent in evaluating the recruitment process of participants, including their availability. Other considerable factors include age, occupation, and location at the time of research. This research involves students of Arabic language learners and has lived in the United Arab Emirates for their lifetime. The required number of participants is 20 to lower the load of data to be obtained.

Sampling

In qualitative approaches, sampling involves selecting a small number of elements to represent a population. Typically, it is expected that the information derived from the smaller group offers a logical judgment of the whole group. The accuracy of survey results and overall success depends on the type of sampling method. Taylor et al. (2015) argue that any anomalies in the sampling technique translate to an error in the result. The choice of sampling is based on several factors. The qualitative issues include the nature of the research, the expected outcomes, the budgetary quote, the number of variables under study, and the nature of sample size in such studies.

Padgett (2016) suggests that determining a sample size may be hectic and requires striking a balance between resources available and the desired accuracy of the information obtained. There are two types of sampling techniques, probability, and non-probability sampling methods. The

difference between both methods of sampling is the chance selection process involved. Probability methods are robust, and the sampling unit is known or easy to determine. On the other hand, a non-probability technique is general, and the chances of computing errors between the sample and target population are impossible. Tentatively, Lune and Berg (2016) note that few chances of generalizability of findings are generated from this approach. This study opts for a non-probability method of sampling. It means that the researcher has a rough idea of the population's reaction instead of a clear and preciseness understanding.

The number of students of Arabic language learners who have spent their lifetime in the United Arab Emirates is minimal. A convenience sampling method, in which students' availability is out at stake, becomes the most appropriate method of selecting the sample size. There is an overall assumption that the individuals who will be chosen for the study based on availability are homogeneous and define the whole target population. Due to time constraints, the research opts for this cost-effective method in qualitative research. The possible group of participants will receive an emailed Google hyperlink, which assesses their suitability for the research. Once they email their credentials, they will be selected for the subsequent stages of this research.

Data Collection

The heart of this research is data collection and analysis. The process of gathering information in qualitative approaches involves interacting directly with the target population through interviews or group settings. The process of gaining information in qualitative studies is usually time-consuming and costly, especially if the sample size is big. This study evaluates the role of motivation in teaching Arabic as a second language in the United Arab Emirates. As aforementioned, this research's sample size is smaller and gives the researcher ample time to interact with participants. The method of data collection is a survey method, resulting from the responses of the participant. There are several ways of carrying out online surveys. Howitt (2016) posits that several online media platforms provide various methods to conduct this form of interactive data collection.

The ever-changing face of technology means that sophisticated methods of data collection have been approved overtime. Previously, there were face-to-face surveys and telephone surveys, which have since been erased by the entry of email/online survey methods (Padgett, 2016). The factors that affect these survey methods include budgetary quotas, respondents' availability, and the specific target population.

An online survey is regarded as the most prolific and cost-effective method for collecting survey data. The widespread nature of this method of data collection also makes it an approved world over. Silverman (2016) argues that online survey methods are logical and accurate compared to traditional collecting data methods. Face-to-face survey methods are also applicable to collecting qualitative research

data. The process of gathering information is carried out honestly, which increases the chances of accuracy for research data collected. However, the cost investment required to setup this form of a survey with success is massive. The time spent to interview each participant is longer and thus undesirable in specific incidences.

Telephone surveys, which have been used since time immemorial, are still applicable in qualitative data collection methods. The budgetary requirements for this data collection method are lower compared to face-to-face survey methods. There is a need to note that developing a friend equation with the respondent may be challenging. Paper methods of the survey are essential in an area where technology is not applicable. This traditional approach is critical in field research, where access to stable internet or power is complicated. Today, there is widespread internet and power access, which makes the use of papers redundant.

This research will deploy an online survey method of data collection by considering the various surveys in practice. The participants who will have been selected for this study have access to stable internet and computers, which improves their chances of responding on time. Selected participants will receive a new emailed Google hyperlink, which directs them to a specific website. Through a one-time personal identification number sent through email, the participants will gain entry into the site, answer the questions, and submit within twenty minutes. The responses will be sent to the researcher for evaluation. The whole process is scheduled to take 30 minutes, after which the researcher will embark on the subsequent data analysis stage of this research.

Data Analysis

The data interpretation and analysis stage of this research should be aligned with the objectives of the study. The initial step is to understand the survey questions which received the highest responses. Patten & Newhart (2017) argues that this step gives the researcher insights into the respondents' minds. The researcher goes ahead to filter the results obtained using a cross-tabulation technique. The thematic stage of analysis begins by categorizing the responses of the participants. Developing tables that represent the main themes in the responses gives the researcher ease.

Further, the data collection in terms of numbers is critical m evaluating the derived number, and percentages make the results less hectic to follow. From the collected data, the researcher weaves a story before concluding. The end stages involve developing results that are conclusive and easy to understand.

IV. RESULTS

Most of students claimed that the key points mentioned by the participants includedexplaining the impact of technological learning, explaining the benefits of e-learning, improved research skills, engagement of the learners, making learning fun and excitement were the fun games related to the language

can be added to ease out the stress and pressure, use ofstories, the involvement of students in real-time, multimedia interactive learning material, and good audio and visual aids. Also, they students highlighted the importance of engaging activities and the promotion of collaboration among the students.

Furthermore, most of the students studying Arabic as a second language are not Muslims, so the motivation to learn Arabic for a religious purpose will not be valid for all students.Besides, all students are of the view that there is no relation between Islam and the Arabic language.It can be observed that most respondents claimed to be self-motivated to have a high level of intrinsic motivation. However, a minority of responded seemed to need higher extrinsic motivation to adopt or give up any specific behavior or action. Besides, teachers and stakeholders need to motivate students by motivational statements and hope, encourage personal learning, use collaborative activities, make activities time-bound, give rewards and positive feedback, provide guidance, do not push hard, use interactive technologies to make learning fun, and encourage personalized learning.

Additional to that, oral, or undocumented instructions, un well-prepared lessons, overwhelming tasks, and too many challenges questions have a negative impact on the majority of students' motivation. Also, the majority of participants expressed that Synchronous is motivating learning to learn online because there are interaction and engagement in the learning process. Asynchronous sessions do not motivate learners to learn because they lose their interest as it is only one-way learning. Furthermore, the majority agreed that the combination between synchronous and asynchronous are more beneficial because it will allow learners to havethe content to review at any time, additional to interaction with learners and teachers in the learning process, which has a positive impact on students' motivation. Lastly, the majority of students expressed that teaching and learning Arabic for academic purposes is motivating learners to learn Arabic and not for religious purposes.

V. CONCLUSION

In summary, there is an urge to stress the role of motivation in teaching Arabic as a second language. Similarly, the desire to emphasize teachers' role in a learner's environment should not go unnoticed. Teaching methods are considered the most critical ways students can acquire Arabic knowledge as a second language. Typically, teachers decide on the mode of teaching, which can be used within a classroom setup. These include whether students should learn in groups or autonomously, tactfully correcting errors among students, and even exercises students undertake during classes.

Individuals who reside in regions where the target language is spoken tend to acquire a second language much more manageable than those in the external areas. The ease of merging culture and language offers an integrative-instrumental form of motivation, emphasizing the learning

process. Students have different types of motivation. Some students aim at fulfilling specific personal desires by learning Arabic as a second language. On the other hand, some students learn second languages for extrinsic motives. Such motives include academic awards, public recognition, or ease of speech. The attitude of learners towards the target language culture and practices also plays a central role in the mastery of Arabic as a second language. Thus, students' motivation plays a vital role in teaching Arabic as a second language.

Directions for Future Research

In the future, more research needs to be carried out on the importance of attitude in teaching Arabic as a second language. Presently, many researchers have focused on the importance of motivation as a key factor in teaching Arabic as a second language. One should note that other factors, such as attitude towards the target language's culture and people, have not been evaluated. Further, much research should also be carried out on Arabic as a second language. Most of the available studies have focused on learning and teaching English. The focus on Arabic has been minimal, which is an area of research for the future. The qualitative research methods used to carry out studies in the past involve rarely involving more extensive means of collecting data, such as one-on-one interviews. Online survey and questionnaire methods have been exhausted in many studies, even though they are not exclusive. It will allow receiving honest responses that can be used to draw more accurate results.

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