

Using Emotional Intervention to Teach Arabic as a Foreign Language: Instructional Design Perspective

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ABSTRACT

This appraisal argues that emotional interventions in learning a foreign Language are vital. Emotions generate desire and desire initiates motivation. Emotion is crucial in creating knowledge and meaning as thus, affecting how learners learn a language. The prime purpose of this assessment is to investigate the effects of positive and negative emotions in learning Arabic as a foreign language. Researchers and Psychologists agree that positive emotions bring physical and psychological changes to human being. Scientists further postulate that positive or negative emotions bring fundamental changes in the way a person behaves. Using positive emotional interventions and arousing inner feelings of the learners help them to learn better and enjoy learning. Researchers further claim that strong positive emotions assist people to be motivated and to manage their life in a positive way. As thus, this analysis attempts to study how collective emotional intervention by instructors, parents, socio-cultural forces and cogitative interferences will motivate learners to learn.

Keywords: *Instructional design, Arabic Language, Learning, Emotion, psychology*

1. INTRODUCTION

The notion of positive and negative emotions in teaching the young is no more dubious among scholars and educational psychologists [1]. Researchers and psychologists have shown a considerable interest in the notion that learners learn a foreign language better through inner feelings, motivational and emotional interventions in the classroom. Emotions are crucial in learning because they either motivate or impede the learners [2]. To understand how a foreign language is acquired, it is crucial to examine learners' emotional states first before even attempting to teach the language. Instructors who endeavor to teach a foreign Language must understand the concept of learning and the effect of positive and negative emotions in learning outcomes. Positive emotions create motivation while negative emotions prevent the learners from acquiring the language [3].

Emotions in the classroom are vital to create effective learning environments. Study indicated that negative emotion is created when instructor fails to consider self-esteem and motivational aspect of the learners' in the class. In order to reduce learners' low motivation and passive mode in the classroom, foreign language instructors should create classrooms which invite stimulating learning conditions. Teachers also associate learners' achievement in learning a language to that of students' emotional sates [4]. Moreover, instructor's personal belief in shaping a constructive and meaningful classroom is essential. Teacher must understand the concept of learning, the nature of students, her/his role in the class and the goals of education before endeavoring in a fruitful teaching environment. In another words, teacher's personal belief about education is vital.

2. INSTRUCTOR INTERVENTION

Instructor can use emotions in the class to teach effectively. Instructor who uses emotion as a method creates motivation. It is vital to note that in order to teach effectively the instructor must be ready first before even attempting to teach in the class. There are three sources of teacher's personal conviction about teaching and learning: [5] :

1. What is his/her personal perception about learning and world view of education?
2. What is her/his experience as a student?
3. What he/she knows about learning pedagogies?

Hence, the mental perception of the instructor is vital in reshaping the success or failure of the students in the classroom. Instructors can use the following motivational interventions to bring behavior change [6].

1. Integrative motivation: This type of motivation indicates that a person is motivated because he/she wants to be part of a particular community and eager to learn the language of that community.
2. Instrumental Motivation: This type of motivation motivates a person who feels that a particular language will help him/her to secure a job or has transactional value in a foreign language environment
3. Intrinsic Motivation: It refers to a person who wants to learn a foreign language because it has a special and personal benefit to him.

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4. **Extrinsic Motivation:** It refers to a person who anticipates a reward or punishment. He/she is motivated because of fear, punishment and stimulus.

5. **Confidence:** It refers to a person who thinks and is confident that it is easy to learn a foreign language. It is a state of mind.

6. **Anxiety:** It refers to a person who wants to learn a language because society will reject him/her if the language is not acquired.

7. **Autonomy:** It refers to a person who feels that he/she is free from any pressure in learning a foreign language. This state of mind leads the learner to learn the language effectively without any fear or apprehension. These kinds of learners are proactive, take the initiative, and are confident in doing so.

Teachers also can utilize the following guidelines to motivate learners: [7]:

1. Environment must be conducive and attract learners' attention.
2. Students must be given incentive and privileges in performing tasks.
3. Stimulate internal and external motivation of the learners.
4. Must pay attention to physical state of the learner and make sure that the learner is ready to learn.
5. Organize the instructions in a way that easy to understand and the materials are meaningful.

Instructors must also provide autonomy and empowerment to the learners. Empowerment invites motivation and motivation invites more meaningful learning outcomes. Instructors should also introduce learners to the socio-cultural issues of each learner in order to learn the language effectively [8, 9].

Another important role teacher's play in teaching and learning a foreign language is to use a game-based learning class environment to engage students in a friendly atmosphere for more productive learning outcomes. A game-based learning classroom stimulates learners' positive emotions and induces students' personal interest in learning [10]. Study indicates that computer games effectively engages learners and awakens their inner feelings and in the process, productive learning conditions are created [11].

This collective learning and engaged classroom setting inspires students' positive socio-cultural emotions

and strengthens their academic ability and thinking pattern. Socio-cultural behavior brings immense changes in the way students' perceive learning environments. Socio-cultural behavior invites learners' emotions and creates academic excellence and innovation [12]. Researchers admit that conducive and emotionally molded learning environments contribute to meaningful learning surroundings [13].

Carefully designed environment and emotionally positive feedbacks have contributed to learners' intrinsic motivation and encouraged them to learn effectively [14]. Study also confirms that external motivation such as positive feedbacks and arranging classroom environment constructively has an enormous effect in the learning outcomes of the students [15]. As such, instructors should understand their learners' mode and emotions especially the reality about the classroom environment. Thus, the instructor should introduce positive changes in the learning patterns of the students by providing emotionally suitable challenges to motivate students [16].

3. PARENTAL INTERVENTION

Children need emotional support from their parents to go to school and learn in peace. Their academic success or failure is very much dependent on the type of relationship and emotional assistance they receive from the parents. Parental engagement with school and their children can overcome learners' psychological and educational impediments [17]. Study indicated that parents' relationship with their children can help them to achieve academic excellence in the school. Parents can use scaffolding techniques in the house to teach their children and help them to perform well in the school. [18].

Research has found that students who received educational and emotional support from their parents performed well in the class compared to those who did not [19]. Study has also found that every child's first five years of life is crucial in learning and at these times a child needs psychological and emotional support from the parents to do well in the later stage of his/her life. Results indicated that parents who helped their children emotionally and physically, performed well compared to the rest of the children who did not receive parental interventions [20].

Parents can intervene to motivate their children by following the following steps:

1. Communicate the intrinsic benefits of his/her study to him.
2. Never compare him/her to other students.
3. Help him/her to understand why he/she is studying and make him/her realize the goals of the learning.
4. Assist him/her to realize the cause and effect of his/her learning



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| <p>5. Provide activities for him/her and encourage him to learn in a group.</p> <p>6. Never compare him/her with any member of the family, because this causes negative emotions.</p> <p>7. Always satisfy his/her lower needs such as food and safety so that he/she can concentrate on the higher needs.</p> | <p>7. Create activities which learners most enjoy</p> <p>8. Have a positive intention and a clear purpose of teaching in the class.</p> <p>9. Acknowledge and pay attention to social behavior of the learners.</p> <p>10. Give full attention to problematic behavior of the learner.</p> |
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4. SOCIO-CULTURA INTERVENTION

Socio-cultural activities help learners to be involved, motivated and encourage them to learn the foreign language. Socio-cultural activities must be introduced in the classroom to arouse students' emotions and make the class environment more pleasant and autonomous [21]. Study has indicated that those students who are given autonomy and choice in learning a foreign language are motivated and significantly improved their learning [22]. It is crucial to note that effective learning happens in a student-centered environment [23]. This condition invites motivation in the classroom. Teachers must introduce a goal-oriented environment and make the classroom interesting. Instructors must arouse students' personal interest in learning, because personal belief produces desired outcome in learning. Personal action produces long lasting motivation [24]. Research claims that to promote learners socio-emotional development in the classroom, the teacher must incite a caring and socially rich classroom environment. Teacher must also introduce cooperative and responsive conditions in the classroom to develop a strong social skill among the learners. A harmonious classroom never happens without considering these conditions [25].

For a meaningful learning environment, the instructor must stimulate the following:

1. Create an intensified and individualized zone of support in the classroom.
2. Have clear teaching strategies about emotional and social aspects of the learners.
3. Create supportive classroom environment.
4. Have a positive relationship with learners families and friends.
5. Create a positive relationship with each learner all the time.
6. Create structured activities and an everyday routine.

5. COGNITIVE INTERVENTION

Instructors must comprehend human brain functions first before even attempting to teach a foreign language. In a classroom environment the teacher must avoid the negative comments or shameful feedback as this sort of feedbacks demoralizes the learners. The effect of shame and comparing one student's ability to another has tremendous consequences in learning. Shame is a powerful force which immediately subvert learning pattern of students in the classroom [26]. Instructors thus, should emphasize on cognitive and critical thinking aspects of the learners [27]. Human brain is a unique and dynamic processor and responds to learners' experiences. If the learners are emotionally disturbed in the classroom, it will destruct their learning pattern. The human brain filters important sensory information from that of unimportant. This part of the brain is called Amygdala, which is the main part of the brain and processes human emotional content. Amygdala processes human memories and human emotions. Once Amygdala changes, it affects human learning dramatically [28].

Another important part of the human brain is called *Thalamus*. This part of the brain observes external conditions of the human behavior. *Thalamus* then reports any stimuli to the brain which results in an immediate eruption of emotion. Its function is to inform the brain of what is exactly happening in human body. If learners are emotionally disturbed the brain immediately releases hormones called *Cortisol*, *Endorphins* and *Adrenaline* which effect human behavior. As such, emotionally disturbed learners do not concentrate in the classroom. Retrieved [<http://health.howstuffworks.com/brain9.htm> 2009]

6. CONCLUSION

Instructors must provide a meaningful and emotionally inviting environment to teach the Arabic Language effectively. An emotionally ready classroom allows learners to be engaged and learn cooperatively. Students must be given the opportunity to interact with each other and must feel safe in the classroom. Research claims that the best way to stimulate learners' positive emotion is to make the classroom interesting by introducing songs, games and to engage them in the classroom activities. The classroom activities must be relevant to students' everyday life. Carefully chosen activities, games and songs help

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learners to develop language ability. It also assists them to master listening, speaking, reading and writing in the classroom and outside the classroom. These emotional and motivational interventions help students to feel comfortable and perceive the class environment as less threatening [29]. Study indicates that games when it is used as part of lesson activities assist learners in re-enforcing new knowledge and expanding their existing knowledge and skills [30, 31]. As such, positive interventions from instructors, parents, socio-cultural and cognitive have proven to assist learners to achieve academic excellence.

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