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Strategies for Learning Second Language Skills: Arabic Speaking Skills in the Malaysian Context

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In the Name Of Allah the Gracious and the Merciful

Abstract

The article is entitled “Second Language Strategies: Arabic Speaking as a Model.” The aim of article to answer 2 questions: 1. What the strategies of speaking skill? 2. What the strategies adopted by Malaysian learners? Speaking skill is a complicated skill which requires four steps: A. stimulation B. thinking C. formulation D. speech. In addition to the above, speaking is a reaction between two or more people (speaker – listener). Considering this four steps, we can imagine the difficulties and obstacles faced by second language learner, e.g anxiety, fear, loss of confidence, the negative effect of first language and the difference in the sound system from writing system, special in Arabic. The field of learning foreign language managed to overcome a lot of problems that has to do with the teaching and learning a second language. One of newest issues is the concept of learning strategies. The study depends on Rebecca Oxford (Strategy Inventory for Language Learning (SILL, Version 5.1). One of the methodologies used in carrying the research was questionnaire contains the direct strategies. The sample of study is 20 students, 3 males (15%), 17 females (85%), all of them are Malaysians study in IIUM. The research found out the use of the direct strategies (compensation, memory, cognitive) among the study sample is either average or high. In addition the strategies used by the sample appeared in the following form: A. Compensation strategies, B. Memory strategies and C. Cognitive strategies.
Keywords: learning strategies, second language skills, Arabic, speaking skills

1. Introduction

Language can be regarded as a social phenomenon through which members of the human community can communicate, thus it's a social activity and its culture is gained from interaction in social life. It can be observed that the articulation is what distinguishes humans from other creatures, this articulated part of the language overshadows its written counterpart. This is further highlighted in a report by the UNESCO which stated that, Indonesia by itself has 400 languages, and only 10 languages of these are written. (Noradine 141:40)

Language is not the only means of expression. There are other means through which we can communicate such as: body language; including eye movements or hand gestures and others. Drawing also plays its part in communication, but language will still remain the major means of communication and through it a person can express his/her happiness, sadness, and his/her desires. Language can mostly be witnessed in the spoken skills and through this productive skill we will be studying language sounds and its tone and intonation, and the learner's stored linguistics abilities. It is rather unique to see that how the learners use their stored linguistics abilities in constructing correct syntactical expressions. Most people believe that if a learner mastered speaking, this will mean he/she had mastered the language, AL-Naqah summarized the importance of learning speaking skills as:

1. A person who; learns a foreign language, will first aim at acquiring speaking skills.
2. Success in learning to speak a foreign language will motivate the learner to learn and master it.
3. The process of learning a language and benefiting from a lecture depends on the speech, the teacher in his/her explanation and correction of the learners' mistakes will use speaking skills.
4. Studies show that those who learn a foreign language through reading and writing will fail in the initial attempt to practice the spoken language. (ALNAGAH 2003: 125-126).

Additionally, the spoken language is superior to written language, and this emphasizes on the importance of speaking skills. A learner who fails to speak in a certain language will therefore lose his/her interest in learning that language. In this article two questions will be answered, namely:

1. What are the strategies for speaking?
2. What strategies are adopted by Malaysian learners?

It has been agreed that language skills are divided into four: listening, speaking, reading, writing. This grouping was based according to the psychology of the first language. Before dealing with the skills, we would like to point to the differences between knowledge and skill.

Knowledge means doing something theoretically, and the best example to illustrate this point, is driving a car, person might have information on how to start the car, and grab the steering, and to press the break in order to stop the car however, the one who posses such information may not be able to drive the car.

The same goes for a learner of a language, as he/she learns in the study room the sounds of language and how the letters are articulated, and the stress and intonation that appear in the speech, the learner will also know a lot of the language terms and its various grammar. This quantity of understanding is called knowledge, and this knowledge will not enable a person to speak. The knowledge must be accompanied with practice, so the knowledge can be understood and utilised.

The skill is the ability to apply and practice the acquired knowledge, therefore the skill can be divided into two parts. (Bygate 1987: 3-9)

- a- Perception skill.
- b- Reactive skill.

Perception is the ability to understand and recall meanings that would allow the learner to articulate and pronounce the sound, and to structure the language structures according to the language rules. Speaking is not all about sounds, it also deals with choosing the words and structures, and to consider the standing, and the state. Therefore, we can say that the manufactured dialogue and the see and tell exercises may not enable the learner to communicate in the required language because these exercises are limited and they don't introduce the learner to wider and authentic life situations.

The second skill which is the reactive skill emphasizes the idea of communicating with others. What to say? How? when to say it? what kind of relationship do we want to foster with the listeners?

In order to refer to a speech act, it must have two aspects:

- a- The ability of the speaker to express himself/herself orally.
- b- The ability of the learner to exchange dialogue with a native speaker at a reasonable pace and to understand what is being said.

2. Literature Review

2.1 Speech Definition

Speech is a cognitive procedure that consist of a motive to speak, a guarantee for speaking, and a linguistics system through which the motive to speak is translated. (Nagah: 126). Speech goes through procedures:

- 1- Excitement
- 2- Thinking
- 3-Forming
- 4-Articulation (Madkor: 154)

Excitement is the beginning point, as the speaker cannot speak without the occurrence of some outward excitement that motivates him/her to speak. This requires building a curriculum that should adopt some lively plans and strategies that motivate the learner to speak until he/she reaches a spontaneous level. This can only be achieved after the learner develops an inner motive to speak. Next is the thinking level, the learner needs time to produce speech, therefore the teacher must

understand this situation and he/she should not pressure the learner. Next, is the forming level, involving looking for suitable phrases and utterances that suits the meaning and lastly the articulation level, the level that concerns the listener, therefore it should be error free. In addition the speaking procedure is an emotional procedure that occurs between two parties: The speaker and the listener, thus, rules are exchanged in such a procedure, in a way that the speaker will listen and listener will speak. (Look at figure 1) (Underhill 1988: 2)

Figure (1)



So we can say that speaking skills consist of:

- 1- The linguistic content that consist of sounds, stress, patterns, words and rules.
- 2- The intellectual content consists of constructing ideas, quality level, how it's organized, the way it is presented and illustrated by using non linguistic means to clarify the message, such as body language.

2.2. Speaking Skills Targets

Every linguistics skill has certain targets that will differentiate it from other skills; the targets of speaking are as follows:

- 1- The learners should articulate the different Arabic sounds, and perform the different types of stress and patterns, in a correct manner.
- 2- To be able to articulate the approximate and similar sound.
- 3- To know the difference between long and short vowels.
- 4- To express his/her ideas using the correct system of constructing a phrase in Arabic.
- 5- To acquire a linguistic affluence that is equivalent to his/her age, and his/her standard of maturity and ability.
- 6- To understand some forms Arabian culture.
- 7- To be able to think and communicate in Arabic for an acceptable duration of time.(Nagah 1983: 38-39, Nagah 2003:130)

2.3. The Problems of Speaking Skills

- 1- The short time provided to the learner might cause some pressure to the learner, causing him/her to send an undeveloped message.
- 2- The anxiety experienced by the second language learner, and the fear of committing mistakes in front of the listeners, and the criticism that occurs as a result of mistakes committed by the speaker, and also the loss of confidence among the learners.
- 3- The negative effect of the first language can be apparent in some sounds; the effect might also be seen in the words and structures.

- 4- The speech will be affected by the style of teaching the learners experience (e.g audio-lingual method) may speak more than the students that learn the language through grammar and translation.
- 5- The sound system differs from the writing system in Arabic, there are some sounds that can be articulated but cannot be written, and in contrast there are some sounds that can be written but cannot be articulated such as أكلوا.

2.4 The Difference between Spoken and Written Skills

These two skills share some similarities in being productive skills, as they require from the learner the ability to be productive. In the speaking skill the learner must be able to use the sounds accurately, and should be able to form grammatical and inflections tenses and phrases. The learner should also be able to choose suitable linguistics terms, and at the same time the learner must possess the ability to arrange them in accordance with the grammar and he/she should also consider the circumstantial expression and the standing however in the writing skill the learner is expected to be able to distinguish between the vocal symbols and how its transformed into written symbols. The learner should also possess the ability to follow the linguistic system of a particular language.

The speaking and writing skills have many differences:

- 1- The written language is usually long, wide and complicated meanwhile the spoken language is short and simple.
- 2- Speech is more common than writing.
- 3- Writing usually adopts formal style unlike speaking.
- 4- The speaker is given the chance to clarify the message using stress, patterns and body language. (Bygate 1987: 10-12)
- 5- It is difficult for the speaker to correct his/her mistake, because once the word is uttered, its impossible to retrieve it, meanwhile the writer usually has ample time to correct and change his/her mistakes. (Noraldin 1411:46)
- 6- The speaker usually deals with audience in front of his/her eyes either positively or negatively, meanwhile the writer addresses an anonymous audience.
- 7- Positions are exchanged in the speech act; meanwhile this phenomenon does not exist in writing.
- 8- The speaker's audience depends on listening; meanwhile the writer's audience depends on reading.
9. The one who listens to a speaker will not have a chance to think and revise, meanwhile a reader has the chance to skim and examine, he/she can jump from one page to another and delete the irrelevant information.
- 9- The time provided for the speaker is usually short compared with the time given to the writer. Usually the time factor results in anxiety and therefore it makes the speakers speech unclear and illogical, the writer usually feels relaxed because he/she doesn't have any outside pressures.

- 11- The speaker is usually exposed to forgetfulness as he/she can forget what he/she said, especially if he/she has a short term memory which will result in repetition, and thus the audience will get bored.
- 12- The listener might miss some parts of the speaker's speech because of noise, absentmindedness and forgetfulness, meanwhile the reader can catch the information missed by referring to the book.
- 13- The speaker depends on the feedback from the listeners, therefore he/she can correct his/her text from time to time, meanwhile the writer depends on some prediction on what he/she knows or does not know about the reader, if the writer mistakes his/her predictions he/she will tend to lose his/her audience.

2.5 Strategies for Speaking Skills

We identified the speech act previously, with regards to its contents, problems, and what differentiates it from writing. These issues are important yet language teachers tend to take them lightly, because the usual aim is to interact with the learners, and to help him/her to overcome his/her problems, so as to reach the desired target, that is to speak the Arabic in a manner similar to the native speaker.

Luckily the field of learning foreign languages managed to solve and overcome a lot of problems that has to do with teaching and learning a second language. One of the newest issues, in this field is the concept of learning strategies, that is the mental strategies and the techniques used by the learners in order to make learning a second language an easy procedure. The emergence of learning strategies concept was accompanied with foundations that consisted of elements supposed to be known by learners who have a good command of the second language. These elements consist of making clever guesses, the learner should have the desire to communicate and interact with others, and he/she should be ready to take risks, and should not be ashamed of committing linguistic errors, he/she should concentrate on the examples and patterns.

The L2 should be able to analyze and control his/she speech, and pay attention to the meaning. As learning a second language is accomplished with many anxieties and disturbances, the clever learner should prevent such occurrences, by practicing and exposing himself/herself to situations that provide him/her with the chance to practice the language.

- 1- Using suitable learning strategies helps to improve language proficiency.
- 2- Good language learner tend to use the identical strategies and supply it with linguistics work; this type of learners will be able to clarify the strategies he/she uses.
- 3- Using more than one strategy leads to better results, such as using cognitive strategies accompanied with meta cognitive, the more strategies a linguist uses indicates that more language will be acquired.

2.6 Strategies and Speaking Skills

Rebecca Oxford (1990:58) divides the strategies into direct strategies, and indirect strategies, and we will present the direct strategies that are related to speaking skills.

Firstly: Memory strategies

- 1- To create a mental linkage
 - a- Grouping
 - b- Association of ideas and correlation
 - c- To place the new words and phrases in context
- 2- To connect the picture and the sound.
 - a- imagination
 - b- spider's map
 - c- using key words.
 - d- to recall the sounds stored in the memory.
- 3- Revision
Movement recruitment:
 - a- Meaning representation.
 - b- to use mechanical means.

One of the strategies used with speaking skills is the use of new words and phrases in context, for example when the learner hears words such as: the airport, the traveler, the bag, such vocabulary will assist the learner to talk about a topic under the title of the airport, using the particular words associated with the topic helps to establish the new words in the learners mind.

To recall the sounds that exist in memory, this strategy will help the learners to connect between the old and new experiences referring to the sound only, in the targeted language or any other language known by the learner, such as connecting between the Arabic word (فشا) and the English word (Fashion). Some learners use rhymed prose and poetry to create a series of words in sentence form that has a rhythm.

(العجوز، الكنوز، لغز، يجوز)
يا جدتي العجوز
يا مالكة الكنوز
أنا عندي لغز
يا جدتي هل قوله يجوز؟

Revision means to revise the new words and expressions by remembering them in different periods of time, until the learner becomes familiar with their use.

Secondly: The cognitive strategies.

- 1- **Repetition** or imitating a linguistic sample, its used by the learner when he/she imitates a native speaker of the targeted language, so he/she will

- imitate the manner of uttering the sound, the stress and the pattern until it becomes nearly perfect.
- 2- **Formally practicing** with the sounds system, this strategy is used by recording a topic using the learner's voice, then he/she listens to a native speaker talking about the same topic and then he/she conducts a comparison between the two, the learner will need to concentrate on certain sounds that require a special ability to articulate such as: / ذ / ث /, the learner can use a mirror to check to what extent does he/she follow the correct articulation.
 - 3- **To be able to know some of the expressions** helps to connect parts of the speech, therefore the speech will be consistent such as:
حقاً ما أجمل هذا الكلام! ثم ماذا؟ على كل حال...، طبعاً عندي...، أسعد الله صباحك بالخير، طهور
إن شاء الله سأزوره في ...
 - 4- **Recombining**, usually occurs between words and phrases that are known to the learner before, then the learner will try to connect them in order to produce new sentences.
 - 5- **Practicing naturalistically**, happens when the learner interacts with the speaker of the targeted language, he/she will try to compete with them in speaking at a normal pace, the learner doesn't have any option other than to acquire the meaning in any vocal or non vocal way, so as to ensure the consistency of the dialogue between the speaker and listener.
 - 6- **Receiving and sending messages**, consists of two strategies, and they are as follows:
 - a. the use of the sources to receive the message or send it, this happens by referring to dictionaries, word lists and grammar books, or to use non print resources such as recording cassettes. The reader might refer to the dictionary to prepare himself/herself for the lecture, as a result he/she will know the meaning and utterances of some words, or he/she might refer to the newspaper, so as to prepare himself/herself to talk about a certain topic.
 - b. Analyzing and reasoning consists of five strategies that helps the learner, to use logical thinking, to understand information using the grammatical rules, and the words of the targeted language. This strategy has it's positive outcomes, but using it excessively can effect the learning of the targeted language.

Some of these five strategies relate to speaking skill such as:

- Invention, that means to benefit from the previous linguistic knowledge in creating new linguistic patterns.
- Translation is a strategy used by beginners. Relying on the literal translation can have a negative effect on learning the targeted language, the learner might feel embarrassed, if he/she translates Malay sentences 'saya makan ubat' into I eat the medicine. The correct form is: تناولت الدواء

Transferring is to use previous knowledge of the mother tongue to understand new linguistic matters in the targeted language, such as:

قبور، دنيا، الأسبوع، دنيا، قبور، This is a good strategy for Malaysian learners, especially if they notice the slight change in articulating these words.

2.7 The Compensation Strategy and Speaking Skills

Smart guessing. It can take many forms such as:

- The learner should articulate a word from his/her language in a way that is similar to the targeted language such as if the Malaysian learner said:
وقد تناولنا وجبة الغداء في مطعم الجامعة، وقد كان المكن لذيقاً أي الطعام ،
- The learner might borrow a word from his/her mother tongue and pronounce it as it should be in the target language so that the listener might understand him/her, for example a Malaysian might say:

أما أحمد فهو سودارا من جهة الأب فقط.

- 1- To form a new word in the hope that the listener will reach his/her aim by understanding the sentence form, an example is:
تقع ماليزيا في دنيا آسيا. يقصد قارة.
- 2- The strategy of asking for help, in this strategy, the learner will direct a question to his/her audience while delivering his/her speech, such as: what is it called, or by gesturing with his hand to one of the audience, it means...
- 3- Body language, expressing one self by using movement such as acting, gesturing, facial gestures or eye movement.
- 4- To move completely or partly from the message, this can be caused by the fear of pronouncing a sound or using a third person pronoun or it can be a result of weak phrasing and as a result the learner may refrain from speaking fearing that he/she might make a mistake. Complete avoidance will be by keeping quite and being silent during the speech. Some learners try to modify the message to suit the linguistic ability, by making it more general, like praising a certain food without referring to a particular category fearing that he/she might pronounce or wrongly described it.
- 5- The usage of description or synonym; the learner describes things that he/she doesn't know the meaning of such as: that rounded thing, white in color and it appears in the sky at night, he/she of course means القمر the (Moon), he/she might use an unclear synonym such as (corruption), for example: كانت الأمطار غزيرة مما أدى إلى فساد البيوت. وهو يعني خرابها. (the rain was heavy and it corrupted all the houses; they meant destruction). (Rebecca 1990:80), (Tingari 2004: 14-15).

2.8 The reasons for avoiding Arabic language in communication by the Malaysian learner:

The researcher observed from his experience, that Malaysian learners usually refrain from speaking or hesitate in speaking in Arabic for the following reasons:

- a. A weak linguistic capacity is regarded as one of the main reasons in preventing the learner from speaking. The learner may be aware of the topic elements, and have adequate information about it in his/her mother tongue, but of a weakness in the new language stops talking in Arabic.
- b. Psychological reasons such as: shyness, fear of making mistakes, being laughed at by the class mates, making a fool of him/herself in front of his/her lecturer and class mates.
- c. The personality of the teacher, if he/she is tough and aggressive the students will refrain from talking, also lecturers who like to point out students mistakes while they are talking inhibit acquisition.
- d. The way of teaching, the traditional way result varies from the creative method that takes into consideration the environment, the age, and the standard.
- e. The age, the narrower the gap between the learners, the lesser chance of being afraid or shy of talking, but kind of this factor has a weak effect especially in the Malaysian environment.
- f. The nature of the topic, as it might interest the learner or he/she might not possess enough information about it.
- g. Health problems, such as speech related defects including stammering and stuttering.

The second question of this paper is what are the strategies adopted by Malaysian learners while speaking Arabic?

In answering this question, the researcher depended on a survey distributed among 20 learners who finished their Arabic skills and speaking skills in particular. The sample was chosen randomly as it presented different areas of study and it consisted of male and female.

3. Research Methodology

This study depends on Oxford strategy, (strategy inventory for language learning (SILL) Version 5.1). For the third chapter: applying direct strategies to the four language skills. (Oxford 1990: 57-133). We divided the survey into three parts, each part represents a fraction of the direct strategies, as follows:

- 1- The memory strategies, aim at retrieving information, by creating a mental connection through classification in small groups, so as to make it easy for memorization, or by recalling or connecting, or motional employment, or revision.
- 2- The cognitive strategies, aim at helping the learners to understand new particular linguistic patterns, and to produce them through analyzing, invention or using references.
- 3- The compensation strategies, aim to help the learners in using the language in spite of their weak linguistic background by guessing, or gesturing at the object instead of mentioning its name.

The memory strategy in the questionnaire consisted of four questions, the cognitive strategies consist of eight questions, and the compensation strategies consist of six

questions. The questionnaire required the learner to tick the phrase that agree with what he/she does while learning to speak in Arabic based on the five ranks in the following order:

- 1- Number one is represented by the word (never) meaning that the phrase does not agree with, or is seldom used.
- 2- Number two is represented by the word (little) means that the phrase does not agree with it, because it represents less than 50%.
- 3- Number three is represented by the word (occasionally) that means, the phrase agrees with it, meaning that its verbs are equivalent to 50%.
- 4- Number four is represented by the word (most properly), meaning that the phrase agrees with it, so his/her action and utterance is equivalent to 50%.
- 5- Number five is represented by the word (always) meaning that the phrase is equivalent to it, in all circumstances.

The researcher used Rebecca Oxford’s patterns, which were previously illustrated in the table number (1) as well as using the statistical analysis.

4. The Survey and Results Analysis

The number of those who corresponded to the survey reached 20 learners, three of them were male with a percentage of 15%, and seventeen female with a percentage of 85%, and all of them were Malaysians.

Table 1: Classified by Rebecca Oxford, for the standards of second language learning in the survey.

Standard	Average
Very high	5.0-4.5
High	4.4-3.5
Average	3.4-2.5
Low	2.4-1.5
Very low	1.4-1.0

Table 2: The overall average of using the three strategies by Malaysian learners

Number	Strategy	Percentage
1	Memory strategies	3.1
2	Cognitive strategies	3.1
3	Compensation strategies	3.6

If we want to read table (2) using Oxford methodology that was illustrated in table number (1) it is obvious that all the percentage falls in the circle of moderate standard if the average usage of the strategies was in the following manner:

compensation strategy 3.6, memory and cognitive ability scored 3.1 apart. From the above information the compensation strategy in the first class averaged (3.6) this can point to two facts:

- 1- The learner dependence on compensation strategy shows that their linguistic abilities are weak and limited, that's why they keep guessing and copying words from their mother tongue, and using gestures.
- 2- The strength of this strategy is that it enables the learner to improvise by using body language, and may Allah Bless the poet who said:

فلما تعطلت لغة الكلام خاطبت *** عيناى فى لغة الهوى عيناك

Meanwhile the emergence of (memory and cognitive) strategy in the second class shows that the learners have some insufficiencies in managing their linguistic capacity that's why they use the memory strategy with rhyme, or the connection between the articulation of each word from the mother tongue or targeted language, the memory strategy also occupies this territory, that's why Oxford said such a pattern is common among the Asian students, the participation of cognitive strategy in the second place indicates clearly that the language is used poorly inside the class room and outside it, as the learner does not find ample time to practice speaking in the classroom, meanwhile when he/she leaves the class he/she will use his/her mother tongue.

The practice of avoidance can be clearly seen in Malaysian learners inside the Arabic class rooms, as students like to refer to the English language while expressing themselves. Trying to communicate with Arabic speakers, or imitating the teacher, or practicing the newly memorized words, by placing them in new sentences are good strategies in upgrading speaking skills. However they need some supervision from curriculum designers, and the speaking skill teachers inside the classroom.

Table 3: The average of strategies usage in each question of the questionnaire

Question	Number of responses	Average usage	question	Number of responses	Average usage
1	20	3.1000	10	20	3.7500
2	20	3.2000	11	20	3.3000
3	20	2.7000	12	20	3.3000
4	20	3.4000	13	20	3.3500
5	20	2.5000	14	20	4.1500
6	20	3.2500	15	20	4.1500
7	20	2.8500	16	20	3.8500
8	20	2.6500	17	20	2.6500
9	20	3.3000	18	20	3.7000

It can be seen from table number (3) the average usage of each question from the questionnaire are average. It's the same result that we discovered while examining the average usage of the three strategies that have a relationship with the many spoken skills cognitive spoken skill,(are these the same or different) and compensation spoken skill, but we can still observe that 2 question out of eighteen questions achieved a high scoring rate (4.1) and they are:14-(while speaking Arabic, and I didn't find a suitable expression, while speaking I will use gestures or a word from my mother tongue language) 15-(If I didn't find a suitable word while speaking I will immediately ask the person who is speaking with me) this indicates the superiority of body language and its different forms.

The disappearance of the articulated Arabic phrases as a result suggests that more effort must be made to tackle this problem with more dialogue and practice that will help in pushing and moderating the spoken skill in Arabic for the Malaysian learner.

It is apparent from the table number (4), that males use the memory more. The strategy has a 2.3 average, meanwhile females have an average of 3.2, the first average is low, meanwhile the second is moderate, but in the cognitive strategies males scored 2.1, and females scored 3.3 and lastly in compensation males gained 3.2, meanwhile females scored 3.6 in comparison. It can be seen that females mostly use spoken skills differently to men.

Table 4: The average of male and female usage

number	Strategy	The average male usage	The average female usage
1	Memory	2.3	3.2
2	Cognitive	2.1	3.3
3	Compensation	3.2	3.6

We can conclude from the above data, the following:

- 1- The usage of speaking skills by learners, in the language centre, was generally average using the three strategies. (Memory, Cognitive, Compensation) that are connected to speaking skills.
- 2- The average usage of the three strategies in each question was either average or high.
- 3- The study illustrated that using strategies by the sample appeared in the following forms:
 - a- Compensation strategies
 - b- Memory strategy, cognitive strategy.

The compensation strategy shows that non vocal means were dominant while practicing spoken Arabic language, by certain learners, but they are weak in other general aspects.

- 4- Females use the strategies more than males.
- 5- Even though language learning differs from one person to another there are some parts of the strategies which have a common usage, among all the learners.

At the end of this paper we would like to remind teachers to consider the following points while teaching Arabic speaking skills:

- a- The teacher must act like a speaking guide inside the class, he/she should also push the learners to speak, and to enlighten them with meaningful expressions when needed.
- b- Never interrupt a speaker while talking, if he/she has any corrections, it should be done after the class.
- c- To motivate the speaker, and to acknowledge the importance of other speech.
- d- The teacher must speak in formal Arabic, and his/her speech must be delivered at a normal pace, so that it can be a sample for imitation.
- e- To supply the learner with various types of studying tools such as photos, cassettes and video tapes, so that it can meet the desire of all the learners, and to train them on extra strategies with extra benefits.
- f- To supply the learners with points, by asking questions, or by supplying them with ideas in a clear manner.
- g- The lecturer must grab the learners attention pointing out how to learn using the strategies, and the following can be suggested:
 - To pronounce the word repeatedly in a loud voice.
 - To record the word and then listen to it many times.
 - Listen and repeat in a loud voice (to a recorded subject by your lecturer's own voice)
 - Ask an Arabic speaker to listen to a recording of your voice, and to comment on it by highlighting the weakness and strengths then make a list of the words that you miss-pronounced and the sentences with stress and patterns that you failed to recognize, then practice this list.
 - Assume you're self as a native Arabic speaker while talking. (Rubin 1982)
 - Compare your speech with the native Arabic speakers by using a recording cassette.
 - Ask your peers about their secrets of success in learning Arabic and what strategies did they adopt?
 - Learn how to guess intelligently, for example if the dialogue is between a doctor and a patient most probably the conversation will be about some illness concentrate on the main points and do not pay attention to a word or two which you don't know, as you can guess the meaning from the context, you should also assume what it means.
 - To be good speaker you must know the basic grammar, and have a wide vocabulary to assist you to talk on any topic, after all you will commit mistakes but never let it affect you negatively.

- Know about the Arab culture, because your relations Arabic speakers will depend on you knowing their culture, and it enhances learning the language.
- Direct the learner's attention towards the writing skill, and provide them with basics to learn this skill, they should expect that it consists of everything, therefore, the speaker should close the gap by jotting down notes inside the class, read the distributed notes, try to imitate the dialogue provided by the books, create a list of new expressions, and collect scattered ideas in the book in one place so as to revise them from time to time!

The teacher should let the learners know that no matter how difficult it may seem learning to speak Arabic is hard and requires a lot of effort from the learner.

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