

EFFECTS OF EMOTIONS BASED MOBILE  
MESSAGES ON THE PERFORMANCE, ATTITUDE  
AND MOTIVATION AMONG MALAYSIAN  
STUDENTS LEARNING ARABIC

BY

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## Dedication

This thesis is dedicated to my father and mother

Who left this life prematurely?

May Allah shower them with His Mercy

## TABLE OF CONTENTS

Acknowledgements .....	ii
Dedication .....	iv
Table of Contents .....	v
List of Tables.....	xi
List of Figures .....	xiii
List of Appendices .....	xiv
Abstrak .....	xv
Abstract .....	xvi
<b>CHAPTER 1: INTRODUCTION.....</b>	<b>1</b>
1.1 Background of Study .....	1
1.2 Statement of Problem .....	5
1.3 Research Objectives .....	7
1.4 Research Questions .....	8
1.5 Research Hypotheses.....	9
1.6 Significance of the Study.....	11
1.7 Theoretical Framework.....	12
1.8 Research Framework .....	15
1.9 Limitations of the Study .....	16
1.10 Operational Definitions .....	17
1.11 Summary.....	19

<b>CHAPTER 2: LITERATURE REVIEW.....</b>	<b>20</b>
2.1 Introduction .....	20
2.2 E-Learning in Education.....	20
2.3 Mobile Learning .....	25
2.3.1 Mobile Learning Theory .....	27
2.3.2 Teaching-Learning Through Mobile Phone .....	30
2.3.3 Mobile Learning and Motivation .....	35
2.3.4 Relationship between Emotions Based Mobile Messages, and performance, Attitude and motivation in language learning .....	37
2.4 Students' Attitudes Toward Mobile Learning.....	38
2.4.1 Previous Studies .....	41
2.5 The Role of Emotions in Learning .....	45
2.5.1 Broaden and Build Theory .....	48
2.5.2 Emotions and Gender .....	54
2.6 The Role of Motivation in Learning.....	57
2.6.1 Keller's ARCS Model .....	58
2.6.2 Four Motivational Components of Keller's ARCS Model .....	61
2.7 Second-Language Vocabulary Theory .....	66
2.8 Arabic Language as a Foreign Language .....	67
2.9 Communication Technology for Arabic Learning .....	69
2.9.1 Elements of Communication in Learning .....	70
2.9.2 Arabic Language Learning in Malaysia .....	75
2.9.3 Teaching Arabic Vocabulary for Malaysian Students .....	77
2.10 Summary.....	79

<b>CHAPTER 3: METHODOLOGY .....</b>	<b>81</b>
3.1 Introduction .....	81
3.2 Study Population .....	81
3.3 Sample .....	81
3.4 Research Design .....	83
3.5 Experimental Condition.....	84
3.6 Instructional System Design Model for Developing Mobile Phone Messages ..	86
3.6.1 The Planning Stage.....	88
3.6.2 The Designing Stage .....	89
3.6.3 The Development Stage .....	95
3.7 Instruments .....	96
3.7.1 The Arabic Vocabulary Tests (pre and post test).....	97
3.7.2 The Arabic Vocabulary Test Scores.....	97
3.7.3 Attitude Questionnaire .....	97
3.7.4 Attitude Questionnaire Scores.....	98
3.7.5 Motivational Questionnaire.....	98
3.8 Arabic Mobile Phone Messages Procedures .....	99
3.9 Statistical Analysis .....	99
3.10 Validity and Reliability .....	100
3.10.1 Research Instrument Validity.....	100
3.10.2 Research Instrument Reliability .....	101
3.11 Pilot Study .....	101
3.11.1 Sample of the Pilot Study.....	101

3.11.2 Procedures for Administering Research Instruments in the Pilot Study .....	102
3.11.3 Results and Feedback of the Pilot Study .....	102
3.12 The Reliability of the Performance Test.....	102
3.13 Reliability of the Attitudes Questionnaire .....	103
3.14 Motivation Questionnaire Reliability .....	103
3.15 Implementation of the Actual Study.....	103
3.16 Statistical Analysis .....	104
3.17 Summary.....	105
<b>CHAPTER 4: RESULTS.....</b>	<b>106</b>
4.1 Introduction .....	106
4.2 Sample Characteristics .....	106
4.3 Descriptive Statistics .....	107
4.3.1 Mean and Standard Deviation of the Pre-Test .....	107
4.3.2 Frequency Distribution of the Pre-test .....	108
4.3.3 Mean and Standard Deviation of the Post-test .....	108
4.3.4 Frequency Distribution of the Post-test.....	109
4.3.5 Frequency Distribution of the Attitude score .....	109
4.3.6 Group Distributions.....	109
4.3.7 Frequency Distribution of Group .....	110
4.3.8 Gender Distributions .....	110
4.3.9 Frequency Distribution of Gender.....	111
4.3.10 Distribution of Group Based on Gender .....	111
4.4 The Pre-Quasi Experimental Study Results .....	112

4.4.1	Group's Equivalence .....	112
4.4.2	Testing Homogeneity of Variances for the Variables in the Pre-test...	113
4.4.3	Testing of Normality of Distributed Pre-test.....	113
4.4.4	Testing Homogeneity of Variances for the Variables in the Post-test .	113
4.4.5	Testing of Normality of Distributed Post-test.....	114
4.5	Testing Hypotheses .....	114
4.5.1	Post Test Scores of students in the Various Treatment Groups .....	114
4.5.2	Analysis of the Attitude Score (AS) of students in the Various Treatment Groups .....	116
4.5.3	Analysis of the Motivation Scores (MS) of students in the Various Treatment Groups .....	118
4.5.4	Comparison between Post-test Scores of students with Different Gender .....	120
4.5.5	Comparison between Attitude Scores (AS) of Students with Different Gender .....	122
4.5.6	Comparison between Motivation Scores of Students with Different Gender .....	124
4.5.7	Post Test Scores of male students in the Various Treatment Groups ..	125
4.5.8	Attitude Scores of Male Students in the Various Treatment Groups ...	127
4.5.9	Motivation Scores of male students in the Various Treatment Groups	129
4.6	Summary.....	131
<b>CHAPTER 5: DISCUSSION, RECOMMENDATIONS AND CONCLUSION</b>		<b>133</b>
5.1	Introduction .....	133
5.2	Research Hypotheses.....	135
5.3	Discussions .....	137
5.3.1	Effects of Emotions Based Mobile Message (EBMM) and Learning .	137

5.3.2	Effects of Emotions Based Mobile Message (EBMM) and Attitude .....	139
5.3.3	Effects of Emotions Based Mobile Message (EBMM) and Motivation .....	141
5.3.4	Gender Differences and Learning .....	142
5.4	Implications of the Study .....	148
5.4.1	Theoretical Implications.....	148
5.4.2	Practical Implications .....	149
5.5	Recommendations for Future Research .....	150
5.6	Conclusions .....	151
<b>REFERENCES.....</b>		<b>152</b>
<b>APPENDIX A .....</b>		<b>164</b>
<b>APPENDIX B.....</b>		<b>165</b>
<b>APPENDIX C .....</b>		<b>169</b>
<b>APPENDIX D .....</b>		<b>174</b>
<b>APPENDIX E .....</b>		<b>176</b>
<b>APPENDIX F.....</b>		<b>180</b>
<b>APPENDIX G .....</b>		<b>185</b>

## LIST OF TABLES

		<b>Page</b>
Table 3.1	The Distribution of Students on the Study Treatments.....	83
Table 4.1	Mean and Standard Deviation of the Pre-Test.....	107
Table 4.2	Mean and Standard Deviation of the Post-test.....	108
Table 4.3	Mean Standard Deviation of the Attitude Score .....	109
Table 4.4	Distribution of Group Based on the Modes of Presentation .....	110
Table 4.5	Distribution of Gender Groups .....	111
Table 4.6	Distribution of Group Based on Gender .....	112
Table 4.7	Test of Homogeneity of Variances for the Variables in the Pre-test ...	113
Table 4.8	Testing of Normality of Distributed Pre-test .....	113
Table 4.9	Test of Homogeneity of Variances for the Variables in the Post-test..	114
Table 4.10	Testing of Normality of Distributed Post-test.....	114
Table 4.11	Post-test Scores of students in Various Treatment Groups.....	115
Table 4.12	ANCOVA test showing Post performance of students in Various Treatment Groups.....	116
Table 4.13	Attitude Scores of Students in (EBMM, NEBMM) treatments .....	117
Table 4.14	T-test on Attitude Scores of students in (EBMM, NEBMM) Treatments .....	118
Table 4.15	Motivation Scores of students in (EBMM, NEBMM) treatment groups .....	119
Table 4.16	T-test of the Attitude Scores of Students in EBMM and NEBMM Treatment Groups.....	119
Table 4.17	Post-test Scores of students with Different Gender .....	120
Table 4.18	ANCOVA of the Post-test Scores of students with Different Gender .	121

Table 4.19	Attitude Scores of Students with Different Gender .....	122
Table 4.20	T-test of the Attitude Scores of students with Different Gender .....	123
Table 4.21	Motivation Scores of students with Different Gender .....	124
Table 4.22	T-test of the Motivation Scores of Students with Different Gender ....	125
Table 4.23	Post-test Scores of male students in the Various Treatment Groups ...	126
Table 4.24	ANCOVA of the Post performance of male students in Various Treatment Groups.....	127
Table 4.25	Attitude Scores of Male Students in Various Treatment Groups.....	128
Table 4.26	t-test of the Attitude of Male Students in Various Treatment Groups .	129
Table 4.27	Motivation Scores of male Students in Various Treatment Groups ....	130
Table 4.28	T-test of the Motivation Scores of Male Students in the Treatment Groups .....	130

## LIST OF FIGURES

	<b>Page</b>
Figure 1.1 Research Framework .....	15
Figure 1.2 Emotions Based Mobile Message (EBMM).....	17
Figure 1.3 Non Emotions Based Mobile Message (NEBMM) .....	18
Figure 2.1 ARCS Model (Keller, 1987).....	60
Figure 3.1 Research Design of the Study.....	83
Figure 3.2 Emotions based mobile message (EBMM) .....	85
Figure 3.3 Non Emotions Based Mobile Message (NEBMM) .....	85
Figure 3.4 Designs and Development .....	87
Figure 3.5 Snapshot of Arabic Mobile Phone Messages System.....	91
Figure 3.6 Block diagram of the Arabic Mobile Phone Messages System.....	92
Figure 3.7 Flowchart Processes of Sending Arabic Mobile Phone Messages System .....	93
Figure 4.1 Frequency Distribution of the Pre-test.....	108
Figure 4.2 Frequency Distribution of the Groups .....	110
Figure 4.3 Frequency Distribution of the Gender .....	111

## LIST OF APPENDICES

			<b>Page</b>
APPENDIX	A	The Arabic Vocabulary Test (Pre Test)	164
APPENDIX	B	The Arabic Vocabulary Test (Post Test)	165
APPENDIX	C	Mobile Phone Messages Attitude Questionnaire	169
APPENDIX	D	Instructional Materials Motivation Survey (Imms)	174
APPENDIX	E	The Frequency of Arabic Vocabulary List	176
APPENDIX	F	Arabic Vocabulary Mobile Phone Messages	180
APPENDIX	G	Arabic Lesson	185

**KESAN MESEJ EMOSI *MOBILE* TERHADAP PRESTASI, SIKAP DAN  
MOTIVASI DALAM KALANGAN PELAJAR- PELAJAR MALAYSIA YANG  
MEMPELAJARI BAHASA ARAB**

**ABSTRAK**

Kajian ini bertujuan menyelidik kesan emosi berdasarkan mesej bimbit terhadap prestasi, sikap dan motivasi dalam kalangan pelajar Malaysia yang mempelajari bahasa Arab. Satu daripada pemboleh ubah atau variabel bebas adalah jenis mesej: mesej mudah alih berdasarkan emosi (emotion based mobile message-EBMM) dan mesej mudah alih yang tidak berdasarkan emosi atau tanpa emosi (non-emotion based mobile message-NEBMM). Pemboleh ubah bersandar pula adalah prestasi, sikap, dan tahap motivasi. Manakala pemboleh ubah penyederhana adalah gender atau jantina. Sampel kajian terdiri daripada 132 orang pelajar Malaysia yang dipilih secara rawak dari Kolej Islam Teknologi Antarabangsa. Analisis kovarians (ANCOVA) dan ujian-T dilaksanakan bagi mengkaji kesan utama di samping kesan interaksi pemboleh ubah bebas terhadap pemboleh ubah bersandar. Hasil kajian menunjukkan bahawa pelajar yang menggunakan EBMM, secara signifikannya lebih cemerlang berbanding dengan pelajar yang menggunakan NEBMM. Tiada perbezaan yang signifikan dari segi tahap sikap di antara kedua-dua kumpulan pelajar. Pelajar yang menggunakan EBMM dilaporkan lebih bermotivasi berbanding dengan pelajar yang menggunakan NEBMM. Pelajar perempuan yang menggunakan EBMM dilihat lebih berprestasi daripada pelajar lelaki yang menggunakan EBMM. Tiada perbezaan yang signifikan dari segi tahap sikap di antara pelajar lelaki dan perempuan yang menggunakan EBMM. Pelajar perempuan yang menggunakan EBMM dilaporkan lebih bermotivasi berbanding dengan pelajar lelaki. Tiada perbezaan dari segi tahap prestasi dalam kalangan pelajar lelaki yang menggunakan EBMM dan NEBMM. Tiada perbezaan yang signifikan dari segi tahap sikap di antara pelajar lelaki yang menggunakan EBMM dan NEBMM. Namun, pelajar lelaki yang menggunakan EBMM dilaporkan lebih bermotivasi berbanding dengan pelajar lelaki yang menggunakan NEBMM.

**EFFECTS OF EMOTIONS BASED MOBILE MESSAGES ON THE  
PERFORMANCE, ATTITUDE AND MOTIVATION AMONG MALAYSIAN  
STUDENTS LEARNING ARABIC**

**ABSTRACT**

The purpose of this study was to investigate the effects of using emotions based mobile messages on performance, attitude and motivation among Malaysian students learning Arabic. One independent variable was the types of messages: emotion based mobile message (EBMM) and non-emotion based mobile message (NEBMM). The dependent variables were performance, attitude and motivation, while the moderating variable was gender. The study sample consisted of 132 Malaysian college students who were randomly selected from Kolej Islam Teknologi Antarabangsa. Analyses of covariance (ANCOVA) and t-test were carried out to examine the main effects as well as the interaction effects of the independent variable on dependent variables. The findings of this study showed that students using the EBMM performed significantly better than students using NEBMM. There was no significant difference in attitudes levels between EBMM and NEBMM students. Students using EBMM reported higher motivation level compared to students using NEBMM. Female students using EBMM performed significantly better than male students using EBMM. There was no significant difference in attitudes levels between male and female students using EBMM. Female students using EBMM reported higher motivation level than male students. There was difference in performance levels among male students with EBMM and NEBMM. There was no significant difference in attitude levels between EBMM and NEBMM male students. Male students using EBMM reported higher motivation level compared to male students using NEBMM.

# CHAPTER 1

## INTRODUCTION

### 1.1 BACKGROUND OF STUDY

Language learning domains can be divided into four categories, namely; listening, reading, speaking and writing skills. However, vocabulary acquisition is recognized to be of utmost significance to language learning as shown by the considerable attention it has been given in several researches (Laufer & Yano, 2001; Frantzen, 2003; Kondo-brown, 2006). Some researchers measured the necessity of mastering a particular amount of vocabulary by second language readers in order to understand any given text (Schmitt, Schmitt & Clapnam, 2001). Nonetheless, it has been reported that learners of second language (L2) might have difficulties in understanding reading texts due to limited vocabulary (Laufer, 1998). Moreover, some studies have shown that some second language (L2) readers may find it unnecessary to recognize unknown words (Laufer & Yano, 2001) so they might probably presume wrongly (Frantzen, 2003 & Kondo-Brown, 2006). On the contrary, there is a general agreement on the significant role of vocabulary in foreign language learning (Folse, 2006 & Webb, 2005).

For Malaysian learners of Arabic as a foreign language (AFL), lexical and vocabulary acquisition are major difficulties they encounter during the second language (L2) learning process (Masood, Zainal & Abidin, 2009 & Yaakub, 2007). In general, the vocabulary aspect poses a real challenge for learning Arabic besides its unique grammar, wide range of pronunciations, spelling system, and its own distinctive writing (Masood *et al.*, 2009).

Moreover, the teaching of Arabic is a challenging task. A major effort is also required to improve teaching and learning activities in order to compensate for the shortage of experienced teachers, and inadequate equipment and resources. Therefore, the teaching of Arabic language in Malaysia demands more systematic approaches that will not only contribute towards enriching research in Malaysian educational perspectives, but also enhance the harmony and freedom of communication between Malaysia and the Arabic-speaking countries (Kirembwe, 2006).

There is also a large gap between instructional strategies and learners' outcomes in Arabic vocabulary acquisition among Malaysian learners (Masood *et al.*, 2009). The demands on higher institutions to increase student population and employ more teachers at the same time can make it cumbersome to maintain teachers/students relationships. Thus, supporting students' transition through higher education may require sustaining and strengthening the bond between tutors and students, cognitively, physically and technologically (Jones, Edwards & Reid, 2009). Currently, the increase in Arabic language learning enrollments and the shortage of qualified teachers might require Arabic language teachers to apply a great deal of technology in language learning and teaching. Arabic language teachers also need to understand how information technologies and language instructions are exploited for promising results (Kirembwe, 2006).

As wireless mobile devices became less expensive, more portable and advanced, mobile learning was identified as one of the trends language learning is expected to progress in. Mobile learning has the potential to play a significant role in

language learning compared to the more supplemental part often assigned to classrooms. Mobile learning is generally defined as eLearning realized at anywhere and anytime through mobile devices (Georgiev, Georgieva and Smrikarov, 2004). The availability of mobile information technology provides infinite possibilities to support education in the world, particularly language teaching and learning. The magnitude of this transition demanded significant attention to redefine learning in this new area. According to Sharples, Taylor & Vavoula (2005), the roles of mobility, communication, content, meaning, and transformative impact should be addressed, assessed, and defined for mobile learning environments. As the physical classroom yield to more virtual communities, many inherent restrictions and constraints of the classroom environment will be reduced considerably.

In addition, mobile phones allow students to learn anywhere at their own pace, which is an exceptional advantage for these mini-electronic devices (Prensky, 2005). Learners presume that the chunks of lessons are more manageable compared to the lengthy and generally very exhaustive lessons on paper (Thornton & Houser, 2005). Over time, this inventive and effective exposure improves information dissemination, makes the activation and recognition automatic, and draws greater attention from students (Hulstijn & Laufer, 2001). The use of short message service (SMS) has several advantages (Barkhuus, 2009). They create more room for tutor-student interaction, provide the students with a highly personal mode of communication, and encourage more regular out-of-class learning activities. This approach conforms to strategies for sustaining a successful transition through education (Jones et al., 2009).

Furthermore, mobile learning can not only generate good learning outcomes, but also engage learners in the learning process better. From this perspective, learners become further involved in learning activities, behaviorally, intellectually, and emotionally (Bangert & Pyke, 2001). For Golman (1995), emotions exist in all parts of daily life. They may be the least understood features of the human experience, especially the role of emotions which was not studied on regular basis. Emotions are important aspects; yet, relatively small body of research underlines the importance of attending to students' experiences and emotions in higher education. Varlander (2008) focused on the need to pay attention to the emotions of learners through the educational process due to the role of emotions which influence the thinking of learners.

Therefore, it is critical to investigate how emotion is induced in mobile learning environments and what are the effects of emotions messages. The possibility of interaction between mobile learning and human has gained great importance to researchers as it showed that digital education is a good incentive towards obtaining education (Kim, Baylor & Shen, 2007). However, there are few studies available seeking to concisely relate positive learning outcomes to efficient teaching of Arabic language based on emotional based messages. Hence, this research investigates effects of emotions based mobile messages EBMM on the performance, attitude and motivation among Malaysian students learning Arabic with differing gender.

## 1.2 STATEMENT OF PROBLEM

The problem to be investigated in this study stems from the researcher's previous experience in teaching Arabic as a foreign language to Malaysian students. Generally, in conventional Arabic learning, students are provided with sets of words, structures, and methods of linguistic fluency that will enable them to achieve proficiency of the Arabic language (Ministry of Education, 2007). Also, learning tools are utilized by students to improve their language abilities to comprehend, evaluate, and assess language events that confront them, in order to construct language structures based on accuracy, fluency, and quality, although several studies have shown that with regard to linguistics, the learning outcomes based on these strategies are not satisfactory, especially at the primary stage (Aleasa, 2009 and Alnassar, 2007).

The researcher found that Malaysian students are able to read Arabic sentences, without understanding the Arabic vocabulary in depth. Consequently, the Arabic language being taught has insignificant impact on the students' proficiency and, as a result, the desired goals of teaching Arabic were not achieved using the traditional teaching methods. This point is painstakingly overwhelming, since vocabulary knowledge has been shown to be one of the best predictors of reading achievement (Richek, 2005). A detailed evaluation on vocabulary improvement by Bromley (2004) showed that vocabulary knowledge enhances reading fluency, increases reading understanding, improves intellectual attainment, and promotes cognitive thinking and communication, all of which seems to be lacking in the conventional Arabic language learning process.

In addition, series of studies on foreign learners' perceptions of ideal second language teachers (Nuibe *et al.*, 2006; Sato & Watanabe, 2007; Ngan & Koba-yashi 2009), suggested that teaching experience and expertise, positive atmosphere in class, warm attitude, personality and good relationship with students are factors that students recognize as motivating in their learning process. These factors are under-emphasized in the conventional teaching methods of Arabic as a second language. In particular, Learners of Arabic as foreign language (AFL) in Malaysia face the challenge of insufficient exposure to the language (Kirembwe, 2006). For the vast majority of Malaysian students, the Arabic class is the only time to come into contact with Arabic language speaking. Because of the class time constraint, vocabulary reinforcement is often the responsibility of the student outside the classroom (Grace, 1998). This restricted duration of learning might result in limited range of vocabulary comprehension, undeveloped spelling ability, and poor writing skills, all of which playing significant roles to maintain the inherent difficulties faced in learning the Arabic language, as mentioned earlier. Thus, there is an urgent need to find effective self-study approaches for higher education students to learn Arabic in Malaysia that can be applicable within and outside the school environment (Hurst, 2001, Masood *et al.*, 2009, Yaakub, 2007 Jones *et al.*, 2009).

Innovations in portable devices technologies, such as mobile communication 3G networks and allied data services, smart phones, and assorted handheld computing devices have been established as convenient resources of learning. Regardless of the reputed impact of text messaging and other communication technologies on undergraduate students, their use in academic and psychological

integration particularly during the crucial period of transition to university has received little attention. More so, many adults who intend to learn a second language are confronted with issues such as lack of time, location flexibility, and inexpedient access to learning materials (Harley et al., 2007).

Moreover, the idea of experimenting on emotions based mobile messaging and its research impact on future design of learning techniques is still under-emphasized (Shen, Wang & Shen, 2009; Reis, 2010). A growing body of literature has tackled the concept of emotion and its effect on language performance; yet, this literature is not enough and in need for more research to probe the role of emotions in education as it affects the attitude and motivation of students towards learning, particularly within the context of mobile technology environments (Nabi, 2003; Desteno, *et al.*, 2004 & TomPage *et al.*, 2007).

### **1.3 RESEARCH OBJECTIVES**

The aims of this study were described as follows:

- 1- To examine the impact of using emotion and non emotion based mobile message (EBMM) on posttest scores (PTS).
- 2- To examine the impact of using emotion and non emotion based mobile message (EBMM) on attitude.
- 3- To examine the impact of using emotion and non emotion based mobile message (EBMM) on motivation.
- 4- To investigate the differences of gender using emotion and non emotion based mobile message (EBMM) on the posttest scores, attitude and motivation.

## 1.4 RESEARCH QUESTIONS

The research questions that drive this study were as follows:-

1. Will students using emotions based mobile message (EBMM) attain significantly higher posttest scores (PTS) than students using non emotions based mobile message (NEBMM)?
2. Will students using emotions based mobile message (EBMM) attain significantly higher attitude scores (AS) than students using with non emotions based mobile message (NEBMM)?
3. Will students using emotions based mobile message (EBMM) attain significantly higher motivation scores (MS) than students using non Emotions based mobile message (NEBMM)?
4. Will female students using emotions based mobile message (EBMM) attain significantly higher posttest scores (PTS) than male Students?
5. Will female students using emotions based mobile message (EBMM) attain significantly higher attitude scores (AS) than male Students?
6. Will female students using emotions based mobile message (EBMM) attain significantly higher motivation scores (MS) than male Students?
7. Will male students using emotions based mobile message (EBMM) attain significantly higher posttest scores (PTS) than male students using non emotions based mobile message (NEBMM)?
8. Will male students using emotions based mobile message (EBMM) attain significantly higher attitude scores (AS) than male students using non emotions based mobile message (NEBMM)?

9. Will male students emotions based mobile message (EBMM) attain significantly higher motivation scores (MS) than male students using non emotions based mobile message (NEBMM)?

## 1.5 RESEARCH HYPOTHESES

Based on the literature review, alternate directional hypotheses were designed for this study. Several studies (Shih & Gamon, 2001; Priya Nihalani & Michael Mayrath, 2010) have been able to relate student positive emotions to performance, attitude, gender and motivation during the learning process. A study by Minjuan Wang and Ruimin Shen (2011) also suggested that alluring instruments like audio, captions, icons, positive words and color, capable of boosting students' morale, should be considered as framework parameters for designing instructional materials. Consequently, there is the need to integrate this relation into existing theories of mobile learning. The proposed alternate directional hypotheses include:

H<sub>1</sub>: Students using emotions based mobile message (EBMM) attain significantly higher posttest scores (PTS) than students using non emotions based mobile message (NEBMM), that is,

$$PTS_{EBMM} > PTS_{NEBMM}$$

H<sub>2</sub>: Students using emotions based mobile message (EBMM) attain significantly higher attitude scores (AS) than students using non emotions based mobile message (NEBMM), that is,

$$AS_{EBMM} > AS_{NEBMM}$$

H<sub>3</sub>: Students using emotions based mobile message (EBMM) attain significantly higher motivation scores (MS) than students using non emotions based mobile message (NEBMM), that is,

$$MS_{EBMM} > MS_{NEBMM}$$

H<sub>4</sub>: Female Students using emotions based mobile message (EBMM) attain significantly higher posttest scores (PTS) than male students, that is,

$$PTS_F > PTS_M$$

H<sub>5</sub>: Female Students using emotions based mobile message (EBMM) attain significantly higher attitude scores (AS) than male students, that is,

$$AS_F > AS_M$$

H<sub>6</sub>: Female Students using emotions based mobile message (EBMM) attain significantly higher motivation scores (MS) than male students, that is,

$$MS_F > MS_M$$

H<sub>7</sub>: Male students using emotions based mobile message (EBMM) attain significantly higher posttest scores (PTS) than male students using non emotions based mobile message (NEBMM), that is,

$$PTS_{MEBMM} > PTS_{MNEBMM}$$

H<sub>8</sub>: Male students using emotions based mobile message (EBMM) attain significantly higher attitude scores (AS) than male students using non emotions based mobile message (NEBMM), that is,

$$AS_{MEBMM} > AS_{MNEBMM}$$

H<sub>9</sub>: Male students using emotions based mobile message (EBMM) attain significantly higher motivation scores (MS) than male students using non emotions based mobile message (NEBMM), that is,

$$MS_{MEBMM} > MS_{MNEBMM}$$

## **1.6 SIGNIFICANCE OF THE STUDY**

In this age of globalization and rapid technological advancement, numerous forms of literacy programs are becoming gradually more manipulated. Reasonably, many Malaysian Arabic language learners are hindered by lack of time, location flexibility, and inconveniences. These issues are now being tackled via mobile learning using current mobile technologies, which are not restricted by time or locations. To guarantee qualitative mobile language learning, it is important to investigate and define its significance and effectiveness. Also, its instructional design and limitation should be figured out. This study contributes to this important issue by providing evidence for the impacts of emotions based mobile message (EBMM) on learning in terms of performance, attitude and motivation, as it regard Malaysian students who learn Arabic language.

This study is anticipated be a useful material for instructional designers. It will help them understand the importance and effect of varied implementation of emotional mobile messages on Arabic vocabulary learners. It contributes to developing new Arabic teaching strategies, Arabic skills and learning methods, taking into consideration the perceived role of Arabic language in Malaysia. The study would help design and develop an instructional system with the aid of two Arabic learning treatments as research instruments. This is done by employing two instructional based mobile learning devices: emotions based mobile message (EBMM) and non emotions based mobile message (NEBMM). In this regard, this study encourages Arabic teachers and teaching materials designers to consider the

significance and effects of emotional mobile messages, and incorporate them in the present Arabic teaching and learning materials.

The importance of emotion requires the critical investigation of how it is induced in mobile learning environments, and the effects of these emotions on mobile learning. Further knowledge will be gained from the usefulness of mobile learning in the domain of language learning. More importantly, this research is a controlled study on the effectiveness of emotional messages on mobile learning. It is the first study that systematically applies emotional messages support strategies by mobile learning in Arabic learning environment.

## **1.7 THEORETICAL FRAMEWORK**

The design of this study is guided by four theories, namely: theory of motivation-ARCS (Keller, 1983), Broaden-and-Build Theory (Fredrickson, 1998), Mobile Learning Theory (Sharples et al., 2005) and Second-language vocabulary theory (Nation, 2001). As Keller (1983) explains, the ARCS are a method for improving instructional materials based on four dimensions. These dimensions were derived from a synthesis of research on human motivation and are known as attention (A), relevance (R), confidence (C), and satisfaction (S). The ARCS model is an approach that is intended to enhance the learning environment in order to stimulate and sustain students' motivation to learn thereby improving memory retention. According to Keller's ARCS, Motive matching relates to how and when instruction can be linked to learners' personal interest. Therefore, learners feel that they are linked to the instructional content when they have a certain level of emotional interest.

Adding the emotions to the messages contributed to maintaining learners' attention (Keller, 1999). The learners are more motivated when emotions based mobile messages are presented than non emotions based mobile messages are presented. In other words, the emotional messages easily grasp learners' Attention when included in the instructional material. In addition, emotional messages support the Relevance element of Keller's model by focusing on the goal orientation of the students. To support the confidence element in Keller's ARCS model, the messages provide encouragement and help the learner realize that success in academic pursuit is possible. This theory assumes that student are motivated to engage in an activity if it is perceived to be connected to the satisfaction of personal needs, and if there is a positive expectation for success . Therefore, the learning task needs promote positive emotions be presented in way that is engaging and meaningful to the student.

Theory of Broaden-and-Build (Fredrickson, 1998) explained how emotions influence the person's individual cognitive ability by broadening several areas such as attention, cognition, and action. Fredrickson's (1998) claimed emotions provide a framework for understanding how emotions enhance cognitive processes. According to Fredrickson (1998) positive emotions broaden the thought-action repertoire. Specifically, positive emotions expand the scope of attention, cognition, and action. The outcome of the broadened thought-action repertoires is an increase in physical, intellectual, and social resources.

Mobile Learning Theory by Sharples et al., (2005) explained that mobile learning might be one of the effective methods in memorizing new vocabularies. A successful learning program requires that a learner acquires absolute control of

his/her educational experience through conducting knowledgeable conversations and teaching others (Sharples *et al.*, 2005). Other factors considered are the mobility of the learner and the ability of learning to be incorporated into daily life rather than being done solitarily (Sharples *et al.*, 2005). Although mobile learning could be observed as a challenge to formal schooling, traditional classroom setting, and curriculum, it could help bridge the gap between formal and experiential learning, opening new possibilities for personal fulfillment and lifetime learning (Sharples *et al.*, 2005).

Nation (2001) proposed a theory that integrated the significance of vocabulary acquisition, vocabulary knowledge, and vocabulary application. Nation developed a objective based model for second-language learning represented by a) language tools that includes pronunciation, vocabulary, and grammatical constructions; (b) ideas, involving the content of the subject matter and cultural knowledge; (c) skills, consisting of accuracy, fluency, strategies, and sub skills; and (d) text, including conversational discourse guidelines and text schemata. To realize these goals effectively, educators are advised to provide English language learners with an objective focused approach that includes these four aspects of language learning.

## 1.8 RESEARCH FRAMEWORK

The research framework in Figure 1.1 shows the relationships between the different variables under investigation.

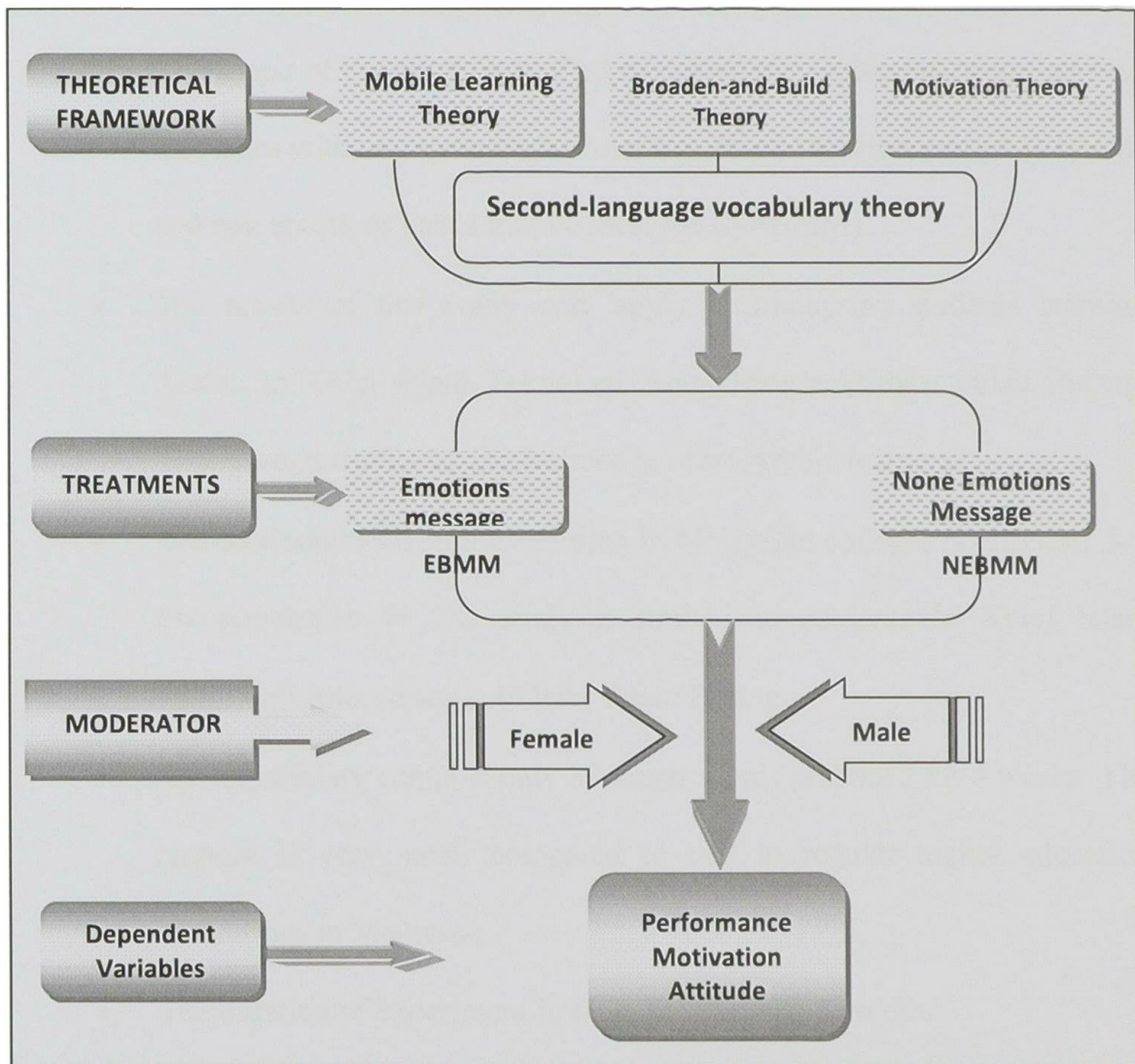


Figure 1.1: Research Framework

Research framework was divided into three variables. One independent variable with two types of messages: Emotion based mobile message (EBMM) and non- emotion based mobile message (NEBMM). The dependent variables were performance, attitude and motivation. The moderating variable with two levels was gender: male and female.

## 1.9 LIMITATIONS OF THE STUDY

This study investigates the effects of emotions based mobile message (EBMM) on the attitude, motivation and performance, among Malaysian college students learning Arabic vocabulary. This study recognizes there are a number of limitations.

- The scope of the study is limited to designing Arabic language learning messages with two treatments: emotions based mobile message (EBMM) and non emotions based mobile message (NEBMM)
- The results of this study only apply to Malaysian students learning Arabic in Kolej Islam Teknologi Antarabangsa (Kitab) Pulau Pinang. Therefore, it cannot be generalized to other Arabic learners.
- The curriculum for Arabic learning in Malaysian colleges is different. So, the population in this study is limited to students in Kolej Islam Teknologi Antarabangsa (Kitab) Pulau Pinang.
- The vocabulary contains only 39 target words practiced for 6 weeks. The amount is very small compared to that in regular higher education institutions in Malaysia.
- The duration of experiment is short i.e. For only 6 weeks.
- Short message service (SMS) provides only byte-size content of interaction. Simple texting is not appropriate for most teaching and learning situations.
- Although the cost to send and receive SMS messages is small, it is a major concern for repeated interaction between the providers and the learners. However, some solutions to this problem do exist. For example, the providers can make bulk purchases of SMS services from the mobile carriers.

## 1.10 OPERATIONAL DEFINITIONS

1. **Emotions Based Mobile Message (EBMM):** This type of message involves the use of emotional words such as: hope, Joy, trust, surprise and happiness depending on the context of use, to introduce the meaning of a particular word (figure 1.2).

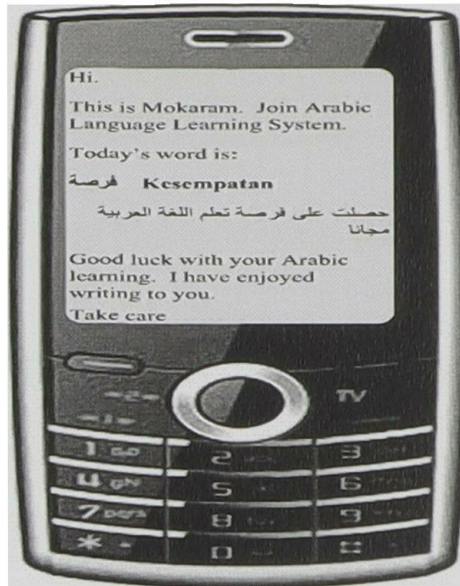


Figure 1.2: Emotions Based Mobile Message (EBMM)

2. **Non Emotions Based Mobile Message (NEBMM):** This is a plain message introducing the meaning of a particular word, without the support of emotional words (Figure 1.3)



Figure 1.3: Non Emotions Based Mobile Message (NEBMM)

3. **Malaysian Students:** These are students (male and female) who are learning Arabic as a second language in Kolej Islam Teknologi Antarabangsa (Kitab), Pulau Pinang, Malaysia.
4. **Performance:** The post test score of the Arabic vocabulary tests.
5. **Motivation Level:** This refers to the perceived motivation level for each Malaysian student learning the Arabic vocabulary using mobile phone messages provided during the research treatment. This level is obtained by means of a motivational questionnaire score.
6. **Attitude:** This can be defined as personal, peculiar and behavioral way of responding to specific events, people, issues and conditions (Subhi, 2001). These behavioral patterns are often distinctive in persons and unique to personalities. In this study, it means negative or positive tendencies for a participant towards mobile phone messages for Arabic language vocabulary learning, which measured by a questionnaire distributed for two groups of the study.

7. **Motivations:** This is defined as the factors that encourage, enhance and inspire the execution of a particular action or mission (Keller, 1987).

### **1.11 SUMMARY**

The study compared student's performance, attitudes and motivation when they use the EBMM or NEBMM to learn Arabic vocabulary. It is expected that the effect of emotion based mobile message (EBMM) can be elucidated in this research. This study examines the potential and advantages of incorporating mobile learning into traditional formal classrooms, and how factors like performance, attitude, motivation and gender affects students' response to this novel approach.

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION**

Linguistic literatures have been contained with the difficulties associated with the teaching and learning of foreign languages, especially Arabic language (Yaakub, 2007). Although, past studies have recommended the need to further explore ways of improving the teaching and learning of Arabic language as a foreign language (Masood et al., 2009). Therefore, it is the motive of this study to fulfill these recommendations. In this regard, it is necessary to review past relevant studies and highlight the feasible approaches capable of improving the teaching and learning of Arabic language.

This chapter contains a comprehensive review of related past studies, theories and conceptual models relevant to the study. The theoretical perspectives adopted in this study include mobile learning theories and its conceptual influence in developing the pedagogy of Arabic language teaching and learning. Discussions over the role of emotions, motivations, student attitudes towards the learning and teaching of Arabic language and the influence of student gender are also concisely presented in this chapter.

#### **2.2 E-LEARNING IN EDUCATION**

The beneficial impact of technology on human endeavors can never be over emphasized, particularly in education. The current prevalence of technology in

education has posed a challenge to the technical knowledge of the users, as it remains paramount to the effectiveness of technology in all fields (Othman, 2002). The introduction of assistant in education brought about enormous change in educational systems and has alienated some conventional educational systems by providing innovations such as open universities and virtual varsities where communication technologies serve as the backbone of operations (Hamdi, 2003).

These technological innovations have offered new solutions to the educational systems process, part of which mostly entails harnessing the information flow through communication technologies, distributing of the needed infrastructures and providing technical expertise to educational systems. Taking advantages of these benefits involves the input of educational stakeholders including educational theorists. Arguably, the involved stakeholders have been able to record some interesting resolve towards the challenges of adopting communication technologies in teaching and learning (Othman, 2002). These communication technologies have been able to aid the conventional ways and traditional approaches to learning (Othman, 2002). These recorded changes demonstrated a great influence on the adoption of communication technologies in classes. It has basically persuaded a growing number of teachers, students and school administrators in adopting the technologies in teaching and learning (Aljorf, 2001). Alfar and Shahin, (2001) related that the assistant influence and essence of communication technology is more obvious in the 21<sup>st</sup> century and as a result become the hub of education.

The 21<sup>st</sup> century educational system has thus been made so flexible to accommodate several facets of the communication technology in the learning system.

In fact, it has become a major feature of recently designed educational systems (Othman, 2002). Students are now exposed to virtual educational environment via computer networks, internet, multimedia sound, image, graphics etc (Almoussa and Almopark, 2005). Enormous benefits have been recorded since the introduction of these technologies in education, which definitely changed teaching and learning processes. This new phase is conceptually named as e-learning (Almoussa & Almubarak (2005).

Almuhaisin (2002) defined e-learning as a novel learning system where learning and teaching can be delivered electronically with the help of relevant communication technologies in order to make connection and communication possible and timely between the teacher and the learner. Alrashed (2003) added that the concept of e-learning has completely transformed conventional classroom learning to ubiquitous virtual learning, borderless access to knowledge and an interactive approach with the use of interesting and stimulating technologies.

The essence of the e-learning is enormously definitive. Though a recent development, the approach is said to have achieved much success already the 21<sup>st</sup> century educational system has thus been made so flexible to accommodate several facets of the communication technology in the learning system. In fact, it has become a major feature of recently designed educational systems (Othman, 2002). Students are now exposed to virtual educational environment via computer networks, internet, multimedia sound, image, graphics etc (Almoussa and Almopark, 2005). Enormous benefits have been recorded since the introduction of these technologies in education, which definitely changed teaching and learning processes. This new phase is

conceptually named as e-learning (Almoussa & Almubarak (2005). Hence access to learning has been made easier, timely, promptly and above all, students have become less dependent particularly with help of self-directive technologies (Hamdi, 1989). E-learning has increased motivation towards learning among students, whereby they can now access educational materials beyond their conventional syllabus. This approach is defined as self-education by Almoussa and Almubarak (2005), an individualistic approach of learning without the continuous help of an instructor or a teacher. The self-education is said to be a derivative of e-learning (Alrashed, 2003).

With the self-education concept, students have the freedom of approaching knowledge at their own pace and convenience. Time and distance are no longer hindrances to learning and teaching as students can choose to study anytime and access knowledge from anywhere (Alrashed, 2003). One of the vast opportunities provided by the self-education concept is the unlimited way of learning as curriculum is not restricted to any age or level. Instead, students' comprehension of what they learn has now become the determining factor of learning anything (Hamdi, 1989).

The procedures that revolve round the conceptualization of e-learning or distant learning are of considerable importance. Therefore, these educational infrastructures have been reorganized and changed to be more realistic to learners. The introduction of multimedia technologies like audio, video, internet and computers in class encourages interclass activities between teachers and the learners, and also amongst students (Hamdi, 2004).

Learning has become more effective and interesting through the use of virtual technologies. The integration of communication technologies in teaching is an innovation that creates room for further interesting advancements in education. In this phase, workshops, lectures and training can be conducted across borders. These modifications have increased the literacy level of the present generation tremendously. Moreover, this recent learning methodology has since been the accepted norm in the developed world, while the developing world has been struggling to catch-up with the trend. The Arab world particularly, has also seen the importance of adopting technology in teaching and learning and has implemented it accordingly, as a means of improving the literacy level of housewives and minors (Almberek, 2002).

Hamdi (2004) explained that distance learning makes use of communication media to resolve the problems of communication and interaction between learners and teachers. While Kilani (2001) added that the eradication of communication problems between teachers and learners is the main feature of distance learning which has helped in improving the conventional way of teaching and learning in the current age. Distant learning is also been regarded as more effective than the traditional learning environment as the level of interaction and communication among the involved parties seems better in e-learning than in the traditional classroom environment (Algorab, 2003).

The evolution of e-learning and distance learning has drawn momentary attention from researchers and theorists. Several models have been developed in other to conceptualize the correlation between technology infrastructures and the