The Effects Of Using Applied Program Strategies to Enhance Self-Confidence And Language Skills Of Non-Arabic Speaking Students In Malaysia University

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Abstract
This study proposes an innovative framework of pedagogical strategies and applied programs designed to enhance the quality of Arabic language instruction for non-native speakers. The effectiveness of these methodologies is contingent upon proficient implementation and active learner engagement, requiring students to fully immerse themselves in linguistic nuances, cultural contexts, and sociolinguistic elements of Arabic. Utilizing a mixed-methods research design, data were collected through structured questionnaires and comprehensive document analysis. The findings reveal that participants overwhelmingly perceived the implemented strategies as effective in developing both language proficiency (M=3.95) and self-confidence (M=3.15). Quantitative analysis further identified multiple viable approaches for simultaneous enhancement of linguistic competencies and learner self-assurance. The pedagogical process is conceptualized as a tripartite interaction among instructor, learner, and curricular content, mediated through carefully selected instructional methodologies. Specifically, language teaching is defined as the systematic transmission of linguistic knowledge within this interactive framework. Based on these findings, the study strongly advocates for the integration of contemporary teaching methodologies into Arabic language curricula, with particular emphasis on developing practical communication skills and fostering learner confidence. This approach aligns with current best practices in second language acquisition and addresses identified gaps in traditional instructional methods.
Keywords: Applied Program Strategies; Self-Confidence; Language Skills; Arabic Non-Native Speakers

INTRODUCTION
The development and enhancement of instructional methodologies, learning activities, and curricular programs for teaching Arabic to non-native speakers constitutes a critical area requiring educator attention, particularly in non-Arabic speaking environments like Malaysia. Empirical observations reveal that learning outcomes in this domain frequently fail to meet average benchmarks, often falling below expected proficiency levels. This concerning trend necessitates rigorous self-assessment among language educators regarding instructional effectiveness and pedagogical approaches (Sapawi & Yusoff, 2025).

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Malaysian tertiary students face particular challenges in attaining advanced Arabic language competence, with oral communication deficiencies representing a persistent obstacle. While classroom interactions provide the primary communicative context, students demonstrate marked reluctance in spoken language production. Harmer (2001) conceptualizes speaking as a dynamic interpersonal process requiring both comprehension and contextually appropriate response formulation. Bygate (1987) further identifies dual critical competencies: linguistic knowledge and practical application skills. Effective oral communication demands not only grammatical understanding but also the ability to deploy linguistic structures appropriately in real-time interaction.

Developing oral proficiency presents significant difficulties for L2 learners. Most secondary-level students exhibit limited confidence in classroom speaking tasks, despite the necessity of teacher-peer interaction for skill development. Harmer (2007) characterizes human communication as an intricate process, with insufficient engagement severely impeding speaking skill acquisition. Richards and Renandya (2002) emphasize the multidimensional nature of speaking competence, noting its cognitive complexity for language learners. This challenge is compounded by limited extramural language practice opportunities (Banu, 2017) and the observed ineffectiveness of governmental language initiatives (Gill, 2013).

Thus, classroom instruction and learning activities have a significant influence on students' language proficiency. Changing up speaking exercises gives students a great opportunity to engage with one another, express their creativity, and use the target language in a positive environment. According to Musa et al. (2012), students are still unable to demonstrate language proficiency in English even after knowing it for 11 years. In order for pupils to be cognitively mature enough to contribute to society and the country, their performance should therefore be solidified in secondary school. Secondary education has a crucial role in preparing students for postsecondary education and the workforce, both of which place a high value on communication skills. The current state of English proficiency is very low.

Three factor affect the speaking ability of second language learners, according to Pratolo et al. (2019). First, linguistic understanding is what controls language. Students cannot contribute to a discussion if they are not aware of how to utilize correct language. The second is speaking in one's mother tongue, where grammatical rules vary depending on the language. As a result, it makes it more difficult to speak the second language fluently. Thirdly, the peer pressure a student faces when participating in speaking exercises in comparison to other students who possess strong speaking abilities. Parents' encouragement to speak the language outside of the home or institution may also help students become more fluent speakers.

This paper will propose a set of ideas and applied programs that can be employed in the field of teaching Arabic to non-native speakers to be helpful and supportive in improving the quality of results and outputs. As long as their application is proficient and the students in the hall interact with it well, coexist with it and immerse themselves in its details, contents, secrets, and the customs of its people and their cultures (Taouriret et al., 2018) , and took the time to apply and implement it; All of this is reflected in the learner’s mastery of the target language, the ease of pronouncing its letters, words and sentences, and his proficiency in dealing with it with others, thus achieving the interests he seeks from learning and practicing the target language

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The continued reliance on conventional teaching methodologies by Arabic language instructors for non-native speakers, despite advancements in globalization and educational technology, may hinder learners' progress. Research indicates that learners of Asian languages often favor traditional classroom settings and prioritize receptive skills over conversational proficiency (Abas et al., 2004; Lean et al., 2020). This tendency is concerning, as oral communication skills are critical for language acquisition and have been linked to enhanced linguistic development (Abdullah & Rouyan, 2018). In the context of Arabic language learning, deficiencies in conversational competence are frequently attributed to learners' lack of confidence in using the target language and interference from their first language (Abdullah & Rouyan, 2018). Additionally, learners often encounter psychological and cognitive barriers, including negative affective states such as anxiety, demotivation, or reluctance to engage with technology-mediated learning (Yunus et al., 2016). While prior studies have explored readiness for virtual language learning environments (Abas et al., 2004; Adams et al., 2018; Subramaniam et al., 2019), their scope remains limited, as they neither specifically target undergraduate learners nor uniformly assess relevant competencies. Findings suggest that students exhibit only moderate preparedness for digital learning, with some studies indicating that a subset remains ill-equipped for online instruction (Mardhiyana et al., 2018).

Rafiee and Abbasian-Naghneh (2021) emphasize the need for further investigation into learners' academic achievement, satisfaction, and outcomes in virtual settings. Given the paucity of research focusing on undergraduates' readiness for online language learning (Adam et al., 2018; Yu, 2018), additional studies are warranted. Notably, numerous innovative pedagogical approaches—both traditional and contemporary—remain underutilized by educators. When implemented effectively, these methods hold significant potential to enhance learning outcomes.

The importance of this research proposal lies in clarifying the importance of achieving the principle of linguistic immersion in teaching the Arabic language, by applying a group of student programs and activities with students learning the Arabic language, to develop their linguistic skills and improve educational outcomes. The paper will suggest appropriate methods for implementing these programs and activities, and applying it on the ground in the classroom, and the available halls that support it or other locations. Therefore, this study will investigate the effects of using Applied Program Strategies to enhance self-confidence and language skills of non-Arabic speaking students in Malaysia University.

Learning the Arabic language in this era has become an important and urgent matter in many regions of the world. There are many purposes associated with the Arabic language, foremost of which are religious purposes in relation to the provisions of Islamic law and related worship, and among the purposes associated with Arabic are tourism, treatment, trade and industry, and political and diplomatic relations. And other purposes and mutual benefits between people, communities and countries, because Arabic speakers may represent part of the population segments and compositions in many regions and cities around the globe (Golfetto, 2020). When contemplating all of this, researchers should constantly think about improving the ways, means, and methods that help and facilitate Arabic learners to master it, and improve their employment and application in classrooms so that their results and outputs are good. The world is in continuous progress, and keeping pace with this rapid development in the fields of education and other fields has become a necessity. An urgent requirement called for by the requirements of this era When

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researching and contemplating the reasons for the weak educational outcomes of students learning Arabic as non-native speakers, we find that there are many factors that contributed directly or indirectly to this weakness, and among those reasons are:

1. Using traditional educational methods and not diversifying or renewing them, and not keeping up with the modern applied methods, such as utilizing and employing applications, electronic programs, and social networking sites in the educational process. Intensifying applied programs and improving their use in teaching the Arabic language and developing language skills will have a positive impact on learners' mastery of Arabic (Rahim, 2018)
2. Teachers' culture and knowledge of modern methods, methods and experiences in teaching the Arabic language and developing its skills is limited. These methods and experiences may be mentioned and recorded in recent studies, research and scientific papers published in magazines or presented in symposiums and conferences that took place in recent years, after these Researchers employed and applied it in their educational halls and found its effectiveness, effectiveness, and usefulness for student learners. Their language skills improved, and they were able to practice speaking, writing, listening, and reading in Arabic. They recorded these experiences in their scientific papers.
3. The failure of non-native Arabic learners to practice Arabic, and their lack of interest in developing their language skills, is the result of two reasons: negligence and laziness on the part of the learners, failure to employ well by teachers the applied programs that support the educational process, and failure to keep up with modern programs and applications and adapt them and benefit and employ them in developing Linguistic skills: Learners develop linguistic duality in their private and public lives, which is very influential in the lack of development of language skills (Saghir & Waheeb, 2018)
4. The learner of Arabic may live in an environment that does not help him develop his language skills, especially those skills that he needs in his important daily life, such as worship and religious rituals. Because she is a Muslim, the issue of linguistic immersion in Arabic from various aspects, especially the environmental aspect, is one of the most important reasons for mastering Arabic and developing her skills (Salima & Souad 2018)

METHOD

In the present study, the researcher adopted a mixed methods research design, integrating both qualitative and quantitative methodologies. The qualitative component was implemented through documentary analysis, while the quantitative aspect involved data collection via a structured questionnaire. The rationale for employing this dual-method approach aligns with the framework articulated by Tashakkori and Teddlie (2003), who traced the development of mixed methods research to the mid-to-late 20th century. They emphasized its value in bridging paradigmatic divides in the research community (Tashakkori & Teddlie, 2003). Similarly, Johnson and Onwuegbuzie (2004) advocated for the mixed methods paradigm as a means to transcend the long-standing dichotomy between qualitative and quantitative methodologies. They challenged the notion that these approaches are inherently incompatible and asserted that their respective methods not only can be combined, but doing so can enhance the overall research process (Johnson & Onwuegbuzie, 2004).

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The fundamental objective of the mixed methods approach is to capitalize on the unique strengths of both paradigms while offsetting their limitations. However, these strengths and limitations are not fixed or universal; rather, they are contingent upon the specific research context and the manner in which the researcher seeks to explore the phenomenon under investigation. For instance, when aiming to generate a deep, contextualized understanding of a particular issue, a researcher may intentionally select a small, information-rich sample characteristic of qualitative inquiry. Concurrently, to achieve measurable generalizations, the study may incorporate inferential statistical analyses typical of quantitative research. This strategic integration exemplifies how the complementary features of both approaches can be effectively harnessed within a single, coherent research design.

In this research, the population of the study consisted of the 3,200 undergraduate students who were targeted from the 3 selected universities in Malaysia. The researcher focused on the population which is convenient to access and conduct the research. A sample is a segment of society that is selected in an appropriate manner and size with the aim of generalizing the results to society. In the context of selecting the sample for the current research was selected using *Raosoft calculator*, the Sample size calculation for this study consisted of 344 students who participated in this research. The table below shows the sample size distribution to the universities

Table 1. Sample Size Calculation

Type	University A	University B	University C	Total
Total	97 Undergrad Students	104 Undergrad Students	143 Undergrad Students	344
percentage	28.1 %	30.23%	%41.6	100%

In this study, the researcher adopted a questionnaire for the quantitative data collection which consisted of (17) items measuring the effects of using applied program strategies to enhance self-confidence and language skills of non-Arabic speaking students in Malaysia university. Out of total of 20 items, 7 items measure the language skills development, 8 items measure the students' self-confidence in speaking Arabic language while the 2 items measure the demography of the students participated in the study. This is in addition to the documentary analysis for answering the qualitative part of the study. The researchers analyzed the questionnaire using a descriptive statistic through the calculation of means and standard deviations and thematic analysis was used to discuss the qualitative findings.

RESULTS AND DISCUSSION

Generally, the table below compare then scores of the respondents in terms of the perceptions of the Malaysia University undergraduate students towards implementation of Applied Program Strategies to enhance their Arabic language skills and self-confidence.

Table. 2 Mean and Standard Deviation of The Descriptive Statistics

	Variables Computed Items	**Arithmetic Means**	**Standard Deviation**	**Means Ranking**
Perception towards use of Applied Program Strategies	Arabic language skills	3.95	0.67	**1**
	Self-Confidence	3.15	0.77	**2**

Based on the table 2 above, the the perceptions of the Malaysia University undergraduate students towards implementation of Applied Program Strategies to enhance their Arabic language skills and self-confidence. The mean score shows that, the participants in the study confirmed that using Applied Program Strategies for the development of their learning Arabic language skills and self-

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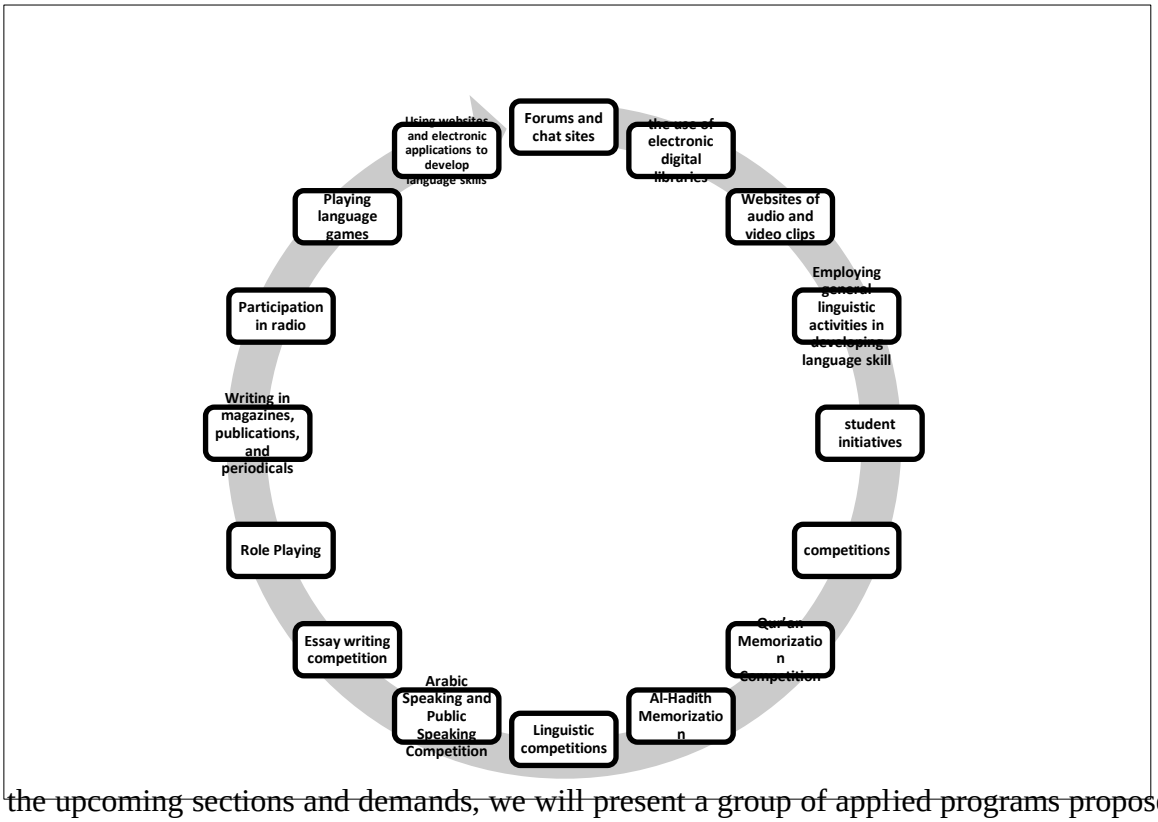
confidence were perceived to be to useful. This is shown with the mean score of (3.95) for the Arabic language skills and (3.15) for the self-confidence accordingly.

In answering the second research question, the researcher adopted the use of a qualitative approach. The researcher created the themes for each finding in the review of the documents used for the study. The researchers categorized the finding based on different headings extracted from the documents analyzed. The findings are shown in the below:

Fig 1. Proposals for applied programs and their use in developing language skills



In the upcoming sections and demands, we will present a group of applied programs proposed to be used in teaching the Arabic language, developing its skills, improving educational outcomes, and accustoming students to real and effective immersion in the target language. The better the teacher is in employing the proposed skills, and the better the student is in applying them by activating the methods and senses necessary for learning. Such as listening, repetition, memorization, practice, and application, the results were effective and effective, and actual immersion in the target language was achieved (Al-Saghir and Wahib, 2018). The proposed programs and activities are programs that were previously used by the authors of this scientific paper with students learning Arabic in the classroom and outside it. They found their benefit and great impact on the students in mastering Arabic and improving language skills, after the learners interacted well with them.

Using websites and electronic applications to develop language skills

Modern technologies are moving and developing very quickly, and hardly a day goes by without you finding a new website, application, or electronic program entering the arena, and

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trying to compete with other programs and applications, whether audio, visual, or read, so it was obligatory for teachers in general and teachers of Arabic to speakers of other languages. Especially for them to be informed of these developments and developments in the world of technology, which are useful and beneficial to employ in the educational process to develop language skills. These websites, programs and electronic applications have become highly influential in building the learner's personality, forming his culture and language, and determining his scientific and practical future, and we can hardly find a person who does without Such electronic belongings are rare.

Below are some ideas that help teachers and educational bodies benefit from websites and various accounts on social media to use them in teaching the Arabic language and mastering language skills.

1. Forums and chat sites; chat sites have become very popular in this era, and interaction with them has become large and noticeable, as is the case with Facebook, Twitter, and Instagram, which are called social networking sites, where any person or specific governmental or private entity such as companies, institutions, or others can create accounts on them with ease. It begins publishing written content, and some of these sites can also publish visual and audio content, pictures, and other technologies available for publishing , and they are sites that allow a person to talk to others. The way to employ these forums, chat sites, or social networking sites to improve language skills is for the student to choose sites and accounts that speak classical Arabic, participate in their membership, or be among the followers of their accounts, then read the good Arabic content in them, and benefit from the wording in them. Linguistic language, which includes words and structures, and if his writing skill improves, he can participate in writing some short articles, or he can also talk with some classical Arabic speakers about some topics that they suggest discussing. These sites help the Arabic learner develop the skills of reading, writing, and speaking. He begins by developing the reading skill first, then tries to develop the writing skill in order to participate in writing some articles, as well as talking with others about how to write.
2. The use of electronic digital libraries; electronic libraries are among the important and effective new inventions, which must be used and employed correctly in the educational process in general, and in teaching Arabic and mastering skills in particular. There are modern electronic libraries, especially in various Arab and Islamic sciences, which researchers and teachers have come to in previous years and have benefited greatly from in completing their research and books. The way to employ these libraries in developing language skills is by establishing a special activity for reading Arabic books, especially short ones: such as short stories and novels, and short booklets that address some partial issues such as morals, such as Islamic etiquette, the biography of the Prophet, history, or literature , or developing some personal skills that are useful. The learner in his daily life, his religious acts of worship, and improving his morals and customs, in addition to the most important goal, which is improving linguistic skills, is practicing the skill of reading, and when this skill is expanded and used more frequently, other skills will develop along with it, namely speaking and writing.

   This practice can be employed in the educational process inside the classroom, and it can extend outside the classroom - which is the most important -. When the teacher is able to convince the student of the importance of continuing to develop the reading skill in the selected

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books or booklets, and is able to make the book a companion for the learner; The learning outcomes were high and strong.

3. Websites of audio and video clips; these visual and audio sites have gained great fame in this era, especially video clips, which are broadcast via moving images and sound, and are recorded via various devices such as specialized cameras or mobile phone devices. As for audio clips, they are electronic clips intended for listening only, and both types of clips It promises to broadcast everything that can be watched and listened to; Scientific, cultural, social and other subjects. Among the most famous sites that broadcast audio-visual materials are YouTube, Facebook, and others. As for audio materials, there are many websites dedicated to broadcasting such materials, but one of the most famous at the present time is the Telegram site, as this site has become a destination for many who are interested in publishing audio clips, and creating... Accounts belonging to them or to those who publish for them among scholars and specialists in various cultural aspects and knowledge (Gómez-Romero et al., 2026).
   The way to employ these clips is to direct learners of Arabic to benefit from these sites in developing various linguistic skills, especially the skill of listening, and watching how to pronounce Arabic letters, words, and sentences correctly. Developing this skill through video and audio clips will reflect positively on other linguistic skills such as speaking and reading. And writing. The skill of listening is the first linguistic skill on which other skills are built. It is an important and sensitive skill in the educational process. Ibn Khaldun and others have pointed out all of this (Ibn Khaldun, 2044; Abdel Rahim 2018; and Al-Sagheer and Wahib 2018). For the child to learn the language, it helps him to listen to it well and then immerse himself in it (Al-Rajhi, 1995). It is necessary to choose the visual or audio materials well, so that the speakers must be proficient in speaking classical Arabic, and the selected materials must be serious and useful in building the student's personality and his religious, cultural, social, and moral thought, so that all the desired interests of the educational process are achieved , as well as the selection of (Azzaz, 2018)

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1. Employing general linguistic activities in developing language skills. The result of this study find that high-level educational institutions pay attention to the smallest details in their management and work, regardless of their administrative and academic departments, and among those details is their interest in student activities and programs that are outside the classrooms, and they may be linked to the classrooms and the lessons that are held in them. They care greatly about building the student's personality and developing his talents. His personality, abilities, and raising his competence, so that he becomes a distinguished person after graduating from that educational institution, thus being a factor of strength in society and the country, and all of these things are achieved through student activities and programs, especially those outside the classroom (Tanash, 1992, Al-Harbi, (2006).This scientific paper will propose a set of student activities and programs that achieve the previous goals and aspirations. If it is planned and implemented correctly, by specialists in this field, who know its importance and benefits in developing students' talents and personalities, as well as in improving various linguistic skills, if it is activated correctly in exploiting the various senses

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related to linguistic skills, so that the learner can use the Arabic language. The correct format; Vocabulary and structures.

2. Student Initiatives; community initiatives are in which participants provide some programs and services to the communities in which they live, contributing to addressing some issues, and providing assistance to people in some emergency circumstances and situations, or they may not be related to emergency circumstances and situations. These initiatives may vary and include educational, pedagogical, guidance, and medical aspects. And emergency aid, as happens in disasters, and other matters that are needed by different segments of society , where the members of society participate in serving and building their society, and this is an important part of their lives, because in the future they will be the pillar of this society in which they lived, so they must participate in building it. From the beginning of their lives (Al-Qathmi, 2007, and Al-Sharif, 2008). Developed countries and societies pay great attention to these community initiatives because of their certain knowledge that they have benefit and impact in building society, coming together, and solving some of its issues and problems, as is happening in European and American countries (Al-Amer, 2006; Dean, 2020).

   The method of employing student community initiatives to develop language skills is for the student to participate and contribute to some of the programs offered to serve the surrounding communities, provided that the workers in the community initiative speak classical Arabic, and this helps him to integrate with this language, immerse himself in it, and practice it on the ground, from By speaking it, and choosing words and sentences appropriate to the situation and work, his language develops in terms and structures, and he gradually masters Arabic, in addition to the other benefits he reaps by working in these community initiatives.
3. Competitions; competitions are very useful programs for students, as they develop in them the spirit of fair competition, and help them to master and master the sciences they have learned with abundant study and review, and help them to exploit their free time in what is beneficial and useful to them, as continuous review of information and lessons makes the learner have a strong memory capable of collecting, storing, and retrieving information. Whenever he wants, it embeds the information in his mind throughout his life. Some researchers (Laarabi and Ben Omar, 2018) have pointed out the importance of cultural and linguistic competitions in improving and developing the language skills of student learners, because of the effective and supportive factors and procedures they contain, such as: continuous review and follow-up of Arabic lessons, and the texts, exercises, and applications they contain, along with The power of concentration when studying and reviewing. We will put before teachers a set of competitions that we deem appropriate and effective in developing language skills and improving the pronunciation of Arabic words, expressions, and sentences. We will also suggest a way to employ these competitions in developing language skills.
4. Qur'an Memorization Competition. These are well-known competitions in Arab and Islamic countries, in which students compete to memorize the Holy Qur'an or parts of it. The method of using it in developing linguistic skills is that the student is assigned to memorize and review what he can compete in with others, and then committees of specialists in the sciences of the Qur'an are held. To test the quality of students' memorization, it can be held once every year, and participation is open to all students of the educational institution. The competition can be divided into several branches according to the parts of the Qur'an and the students' levels and

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ages , and a set of prizes are allocated to the students who win in these competitions. There is no doubt that memorizing the Qur'an and reviewing it constantly improves linguistic skills, especially the skill of reading and speaking, as well as the skill of listening. Most students listen to those who are good at reciting the Qur'an through various audio media.

5. Memorization of the Prophetic Hadiths Competition**.** It is a collection of Prophetic hadiths that students are asked to memorize, and the way to use it to develop language skills is that students wishing to participate are given an oral or written test to test the quality of their memorization of the hadiths they have been assigned to memorize, and the competition can be on several levels depending on The educational levels of the students and their ages , and the Prophet's hadiths are carefully selected from the hadiths that concern them B: Rulings and acts of worship, etiquette and morals, or Sunnahs of the Prophet . This competition also helped develop the skill of reading and speaking, which in turn was also reflected in the development of the writing skill. The skill of memorization is a very important skill that helps a lot in mastering the target language, as Ibn Khaldun mentioned that this skill helps the learner to create a linguistic wealth in his mind, of words, structures, and styles in the correct way in which people of the target language spoke, so the learner is able to use the words, structures, and sentences in the correct manner. It is correct in the different circumstances and purposes that one encounters when speaking or writing (Ibn Khaldun, 2004)
6. Linguistic competitions. These are scientific and cultural competitions that revolve around diverse linguistic information from several specializations. Such as grammar, morphology, literature, rhetoric, and criticism, and it may contain some information that measures students' linguistic skills. The way to employ this competition in developing linguistic skills is to hold it publicly in front of the students, or in some of its stages in public and in some of it inside private halls, so the students compete by answering questions. Which is thrown at them, and at the end of the competition, one of the teams wins after obtaining the highest score. These competitions help students review and remember their lessons so that they can excel in the competition and outperform their colleagues. They help them develop their various linguistic skills by listening carefully to the questions or reading them, then writing the answers, or delivering them orally , with prior review and repetition of what is read, heard, and information. The goal is to compete for it, so the student develops the four linguistic skills: Listening, reading, writing and speaking.
7. Arabic Speaking and Public Speaking Competition. This competition is well-known among teachers, and is of great benefit in developing a set of linguistic and other skills. It is a competition based on competing in public speaking using the target language on one of the selected topics. The way to employ it in developing language skills is that the entity supervising the activities holds this competition once or twice a year, and registers students who wish to participate in it. Preliminary qualifiers may be held and then final qualifiers can be held to choose the best speakers. It is held publicly in front of the public, and students can be trained. Participants will learn the correct foundations of delivery and speaking, how to choose words and sentences, and how to arrange topic paragraphs. Public speaking and public speaking competitions help develop the speaking skill along with the reading skill, as these two skills are developed through conducting multiple experiments and continuous repetition of the reading and public speaking process , so the participant tries to master speech and choose the

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appropriate words, sentences, methods, and meanings for the appropriate purposes and positions (Al-Saghir and Wahib, 2018). All of this is reflected in the development of other linguistic skills, such as writing.

8. Essay writing competition. It is a competition in which students compete to write articles in which they address some topics and issues. The writing is based on its correct foundations and rules. The way to employ this competition in developing linguistic skills is for teachers to set a date to hold a competition for writing short articles, and this is preceded by good preparation for students to train them in the methods. The correct ways to write an essay, and introducing them to its principles and controls . On the day of the competition, the contestants write the essay without using anything, and the writing is done from memory after providing them with the necessary writing tools. This competition can be held once or twice a year. This competition helps in developing the skill of reading and writing, and the writing skill is an advanced skill that does not improve except after a long practice of the listening and reading skills in the target language texts. The writing skill is joined by the speaking skill, so he masters these two skills, so the four skills are completed, so he is able to write his essay with ease. (Al-Saghir, Wahib, 2018).
9. Plays; plays are useful activities for students, because they develop a set of linguistic skills for the student, such as: the skill of reading and speaking, as well as the skill of listening to the audience, in addition to other skills such as daring to speak in front of the public and not being shy , and building relationships with people , which are important skills for students. To prepare them for the field of work in the future, and these plays are known by some specialists as immersion in simulation, in some of its forms. Intense immersion in the target language and an attempt to imitate the speech and the subsequent different conditions of the situation helps to improve language skills in a strong and effective way (Abdul Rahim, 2018, Alawi, 2018). The method for employing plays is for specialists to prepare a text in a dialogue between a group of people on a specific issue or group of issues. Then the students read and memorize these texts and then apply them on the ground as a representation in front of the audience to convey the ideas contained in the text.
10. Writing in magazines, publications, and periodicals. They are scientific and cultural publications published periodically at different periods of the academic year. They contain scientific, cultural and social topics, news and articles of various topics. They are publications of various formats. It may be a magazine, a small brochure, or a publication containing one special spot. The way to use these matters to improve language skills is for students to participate In preparing, producing, printing and publishing its scientific, cultural and educational materials, the authority supervising student activities or the Arabic language teacher supervises the students' work, reviews their writings, guides them in the correct way to write texts and articles, and choose topics, and sets dates for issuing different types of publications every two months. Or three, for example, provided that the editorial members are students themselves, and they are required to write in classical Arabic. This activity helps students practice and develop the skill of writing and reading, which are two important skills , followed by mastering the skill of speaking, so that they can practice, improve and apply these skills, and get used to them, so their linguistic wealth grows

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11. Participation in radio. School radio is one of the important activities of the educational institution, which develops in the student many talents in improving linguistic skills, such as proficiency in elocution, speaking, and writing Arabic texts, along with training in facing the audience. All of these skills, if the student trains well in them, with repetition and focus, will enable him to improve his linguistic skills. His linguistic wealth grew, and he was able to use words, phrases, and methods well for their different purposes and situations. It benefits the listeners, students of the educational facility, in developing the listening skill, so that he can accumulate the largest collection of Arabic words and styles, so that his ear becomes accustomed to them, and his linguistic wealth grows. The way it is employed is for teachers to enable students to participate in school radio by reading a group of cultural materials in front of students, in a public place within the educational facility, at designated times other than instructional times, especially at the beginning of the school day and during break times, and it is supervised by the body organizing the activities in the educational facility and organizing Work in it , so that the program is held twice a day, and all classes can be assigned to work in this program, and it is not optional, so that everyone is trained to improve their various language skills , and the teachers guide the students and train them to participate and deliver after choosing the appropriate materials.
12. Language camps; these camps are known as educational trips held by the educational institution for its students and are part of the institution's external programs and activities . The way to employ them in improving language skills is that these institutions ensure that the programs of these camps are diverse, such as scientific, cultural, social, sports and recreational programmes, and competitions, and a group of students is chosen for them. It lasts for two, three or more days, and is held in one of the places prepared for activities and meetings, or prepared for picnics and entertainment. It can be in an open place or in wild, vacant places , in which houses that can be dismantled and assembled are installed. In order for these camps to improve language skills, the speech and conversation in them must be in classical Arabic, and the programs prepared in them must be in Arabic as well. These programs are prepared with great care to develop various language skills, and students participate in all the programs that are held in them, whether in terms of preparation or coordination. or its implementation When the student in these camps speaks Arabic, participates in their programmes, activities and competitions, participates in preparing for them, and interacts greatly with the camp members, students and teachers; The student will find himself practicing the Arabic language in a diverse Arabic environment, interacting with its various details, and developing the four language skills well. Arabic words and phrases became firmly established in his mind and on his tongue. Some researchers have pointed out the importance of these camps and trips in developing and significantly improving language skills (Alawi, 2018)
13. Playing language games. These are games that depend on physical or mental movement, include linguistic information in words and methods, and are carried out entirely in the Arabic language. The contents of these games include information related to each subject or linguistic skill, and are carefully prepared to develop the four linguistic skills so that the learner can accumulate the greatest linguistic wealth of Arabic words and styles. The way to employ games in developing language skills is that they are prepared by supervisors of student activities if the games are general at the level of the entire educational facility, or prepared by the Arabic

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language teacher if they are at the level of one class . Teachers are keen to ensure that all student learners participate in them, and those preparing these are keen to Games should be useful in developing different language skills by selecting games and determining the intended skill in each gam include : card games, crossword puzzles, word and letter assembly games, wheelchair games, and various movement competitions , and all of these competitions are conducted in Arabic.

There is no doubt that the activities and programs proposed in this study require great efforts in preparation, preparation and implementation, huge funds and appropriate facilities in order to achieve the desired goals of students' mastery of the Arabic language, their immersion in it, and their linguistic skills developing. Scientific and educational bodies must provide the requirements. The previous basics, so that they achieve the high goals they desire , and educational outcomes improve. The research suggests that some universities or scientific and educational centers and institutions ally and join hands, forming an educational alliance in order to achieve these great goals in developing the Arabic language skills of students, or developing the teaching of the Arabic language to non-native speakers, so they establish joint centers and programs between them, from which students of the allied universities will benefit. Or other members of the community , so that the outputs are good and have a high level of mastery of the Arabic language also possible for parties outside the scope of education to participate and contribute to the educational process of the Arabic language, by supporting its various promotional programmes, and supporting it with the funds or facilities it possesses, or by providing scholarships, or guaranteeing the salaries or bonuses of teachers and trainers , or undertaking the implementation of programs and activities , or in any other way. One of the aspects of support is to integrate efforts by various parties to develop the educational outcomes of the Arabic language so that this will benefit the country and its people, thus achieving social solidarity, with the participation of various institutions in serving the community in such educational and pedagogical programs.

CONCLUSION

Despite students' demonstrated interest in learning Arabic, research indicates that many fail to achieve proficiency in the language (Rofian et al., 2013). Sustaining this interest requires deliberate instructional strategies and diversified learning experiences, which are crucial for fostering greater engagement and enthusiasm among learners. Educational stakeholders must remain responsive to evolving pedagogical trends, ensuring that teaching methodologies align with contemporary linguistic and cognitive demands. To address these challenges, instructors should employ dynamic and appealing instructional techniques tailored to students with limited Arabic proficiency. Supplemental and remedial sessions—incorporating varied teaching styles—should be implemented to support struggling learners (Rofian et al., 2013). Empirical findings from the study revealed that participants viewed program strategies aimed at enhancing self-confidence and language skills favorably, with mean scores of 3.95 for language proficiency and 3.15 for self-assurance. Furthermore, quantitative analysis identified multiple viable approaches for improving both linguistic competence and learner confidence. Language instruction constitutes an interactive process involving three core elements: the educator, the student, and the instructional content, interconnected through methodological frameworks. Effective language teaching entails the systematic transmission of linguistic knowledge from instructor to learner. Consequently, modern

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pedagogical practices should be integrated into Arabic language curricula and lesson plans to equip students with essential communication skills and bolster their confidence in real-world applications.

ETHICAL APPROVAL

All participants received a comprehensive explanation regarding the research objectives and procedures, including their right to participate voluntarily. Participants were assured that participation was not mandatory and that they had the right to withdraw at any time during the study without negative consequences. To ensure the confidentiality of identities, all data obtained in this study underwent an anonymization process.

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CONFLICT OF INTEREST

The author declare that there is no conflict of interest related to the research, authorship, or publication of this article.

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