



E-Manual of Arabic Language Activities: A Guide to Functions and Workflow for Language Week

¹Mohd Islah bin Mohd Yusof, ^{*2}Mashitah binti Nordin, ³Kamaruzaman Zali @ Ghazali

^{1,3}Academy of Language Studies, Universiti Teknologi MARA, Negeri Sembilan Branch, Seremban Campus, 70300 Seremban, Negeri Sembilan, Malaysia

²Academy of Language Studies, Universiti Teknologi MARA, Negeri Sembilan Branch, Rembau Campus, 71300 Rembau, Negeri Sembilan, Malaysia

*Corresponding Author

DOI: <https://doi.org/10.47772/IJRISS.2025.925ILEIHD000077>

Received: 23 September 2025; Accepted: 30 September 2025; Published: 07 November 2025

ABSTRACT

This innovation introduces the E-Manual of Arabic Language Activities: A Guide to Functions and Workflow for Language Week as an interactive digital product designed to streamline the organization of Arabic language activities at UiTM Negeri Sembilan. The manual was developed through four phases: needs analysis, content design, digital development, and effective testing. It consolidates nine core activities of Language Week—lectures, cooking, explorace, spelling competitions, calligraphy, quizzes, short video screenings, tongue twisters, and webinars. Each activity is systematically outlined in terms of objectives, workflow, and learning outcomes, while the integration of infographic visuals, icons, and flowcharts enhances user-friendliness and accessibility. Findings indicate that the E-Manual improves the effectiveness of teaching Arabic as a third language, strengthens student motivation, and reduces the administrative workload of lecturers. Overall, this innovation contributes to the advancement of Arabic language education in a more creative and systematic manner, aligned with the aspirations of digital education. It also holds significant potential to serve as a reference model for other language programs in higher education institutions.

Keywords: E-Manual, Arabic Language Activities, Language Week, Educational Innovation, Workflow.

INTRODUCTION

Arabic, as the third language at UiTM, needs to be strengthened through various creative approaches. Language Week serves as an important platform to enhance students' interest and proficiency. However, the absence of a systematic guide poses challenges in management. Therefore, this E-Manual was developed based on Kolb's Experiential Learning Cycle, which emphasizes concrete experience, reflection, conceptualization, and application.

The Arabic Language Festival and Student Sales Exhibition at UiTM Seremban Campus (2023, *APB Bulletin, Edition 11*) reported a five-day program involving more than 1,000 students, with lecturers serving as judges and invited speakers. The activities included lectures, Arabic calligraphy, Arabic and Jawi spelling, cooking, explorace, and creative video showcases, in addition to talks on technology in Arabic language learning and mental health. Previous literature (Fauzi Azmi et al., 2020; Abdul Basir Awang & Idris Mansor, 2018) also highlights that a diversity of co-academic and authentic activities can enhance students' motivation, comprehension, and language skills. For instance, role-play activities have been found effective in strengthening speaking confidence, while digital vocabulary applications such as *Mufradati* support interactive vocabulary acquisition.

Problem Statement

The organization of Arabic Language Week activities at UiTM Negeri Sembilan has previously been less

structured and not supported by a systematic digital guide. This has led to difficulties in coordinating activities, an increased administrative burden on lecturers, and limitations in sustaining student interest and motivation. The absence of a comprehensive interactive reference has also hindered the effective integration of language activities within the teaching and learning of Arabic as a third language.

Objectives

The main objectives of this innovation are as follows:

1. To provide a structured guide on the functions and workflows of Arabic language activities.
2. To develop an accessible and interactive digital E-Manual.
3. To enhance management efficiency, student participation, and learning outcomes of Language Week.
4. To integrate cultural, artistic, and technological elements into the teaching of Arabic.

Product Description and Methodology

The interactive digital product for Arabic Language Week consolidates nine core activities—lectures, cooking, explorace, spelling, calligraphy, quizzes, video screenings, tongue twisters, and webinars. Each activity is systematically designed with clear objectives, workflows, learning outcomes, rubrics, and feedback forms. The manual also incorporates infographics, flowcharts, and QR codes for easy access.

The key features of this product include its role as a systematic and interactive guide, digital-friendly design (icons, infographics, QR codes), holistic integration of educational, cultural, and artistic elements, and its updatable, expandable, and versatile format suitable for both students and lecturers.

This study adopts Kolb's Experiential Learning Model, which consists of four main phases:

1. Concrete Experience – engaging in direct experience.
2. Reflective Observation – reflecting on the outcomes of the experience.
3. Abstract Conceptualization – analyzing and conceptualizing the results.
4. Active Experimentation – applying the knowledge through practical action.

This approach enables a comprehensive evaluation of activity effectiveness by examining students' direct experiences, observations of outcomes, conceptual analysis, and proposed follow-up actions.

Concrete Experience

During Arabic Language Week 2025, various activities were conducted, and the high level of student participation demonstrated genuine interest and direct engagement in enjoyable informal learning experiences.

Reflective Observation

Analysis of the final examination results revealed a 100% pass rate, with no recorded failures. The correlation between activity participation and average grades is as follows:

- **TAC401:** Performance was dominated by A+ and A grades. Students who actively participated in webinars and calligraphy demonstrated the highest achievement.
- **TAC451:** Grades varied; however, students who engaged in tongue twisters and quizzes were more likely to obtain grade A.
- **TAC501:** The majority achieved A and A-. Participation in spelling and tongue twister activities strengthened both fluency and language accuracy.



Abstract Conceptualization

Based on the analysis of student data and achievements, several key success concepts can be concluded:

- Student engagement in diverse language-based co-curricular activities contributes significantly to improved academic performance.
- Activities such as webinars and calligraphy not only enhance content understanding but also boost student motivation.
- Tongue twister and spelling activities have a more specific impact in strengthening fluency in speaking and accuracy in spelling.

Active Experimentation – Recommendations for Improvement and Follow-Up Actions

Based on the findings and Kolb’s learning model, the following recommendations are proposed for future implementation:

- Design more structured and diverse activities tailored to students’ proficiency levels.
- Encourage student participation in at least two or more activities throughout the program to maximize learning outcomes.
- Utilize activity outcome data as a foundation for developing supportive curricula grounded in experiential learning.
- Integrate culture, technology, and creative pedagogy through activities such as competitions, lectures, and workshops to reinforce holistic Arabic language learning.

Each activity, whether ongoing or newly introduced, should be evaluated in terms of its objectives, workflow, and outcomes to ensure effective implementation. The following flowchart illustrates this process:

Table 1 Workflow of Arabic Language Activities

Activity	Objective	Workflow	Learning Outcome
Lecture	To raise awareness of the importance of Arabic	Speaker → Implementation → Q&A	Increased awareness
Cooking	To learn food-related vocabulary and culture	Menu → Demonstration → Tasting	Mastery of food vocabulary
Explorace	To combine language learning with challenges	Stations → Implementation → Evaluation	Improved teamwork and vocabulary
Spelling	To test spelling accuracy	Word List → Preliminary Round → Final	Enhanced literacy skills
Calligraphy	To encourage appreciation of Arabic script art	Workshop → Competition → Exhibition	Increased interest in calligraphy
Quiz	To assess grammar and cultural knowledge	Questions → Responses → Evaluation	Strengthened language knowledge
Video Screening	To expose students to culture and pronunciation	Screening → Reflection	Improved listening and comprehension
Tongue Twister	To train fluency in pronunciation	Phrases → Competition	Improved speech fluency
Webinar	To broaden knowledge through expert sharing	Invitation → Promotion → Q&A Session	Expanded knowledge

The study involved a total of 1,163 students, comprising 322 students (TAC401), 334 students (TAC451), and 507 students (TAC501). Analysis of the final examination results indicated a 100% pass rate, with no recorded failures. While there were variations in achievement across grade distributions, none of the students failed (0%).

In terms of participation in Arabic Language Week 2025 activities, the highest involvement was recorded in the Arabic quiz (78%), followed by video screenings (72%), webinars (65%), and the Arabic tongue twister (62%). Participation in spelling (60%) and calligraphy (55%) was moderate. Data further revealed that students who actively participated in more than two activities tended to achieve higher average grades compared to those with lower levels of involvement.

Table 2 Analysis of Final Grades and Participation in Arabic Language Week 2025 Activities

Course	No. of Students	Highest Grade	High Grade	Moderate/Low Grade	Quiz	Spelling	Calligraphy	Webinar	Tongue Twister	Video Screening
TAC401	322	A+ (14)	A (108)	A- (84)	29	31	39	82	16	72
TAC451	334	A+ (10)	A (88)	C (69)	29	31	39	82	16	72
TAC501	507	-	A (51)	A- (72)	29	31	39	82	16	72

All participation figures are drawn from the study sample and represent the number of students who took part in each activity during Arabic Language Week 2025. Accordingly, the interpretation is as follows:

Relationship Between Grades and Activities

For TAC401, student performance was dominated by high grades (A+ and A). Active participation in webinars and calligraphy was correlated with stronger academic achievement.

For TAC451, results showed greater grade variation; however, students who participated in tongue twisters and quizzes were more likely to achieve grade A.

For TAC501, the majority attained grades A and A-. Engagement in spelling and tongue twisters had a positive impact on fluency and spelling accuracy.

Impact of Activities

Webinars and calligraphy recorded the highest participation levels, directly contributing to academic performance and student motivation.

Although participation in tongue twisters and spelling was lower, these activities made specific contributions to improving fluency and linguistic accuracy.

Quizzes and video screenings enhanced vocabulary comprehension and increased learning motivation.

Overall Interpretation

Overall, the data confirm that student participation in a variety of language-based co-curricular activities has a positive effect on academic achievement and overall mastery of the Arabic language.

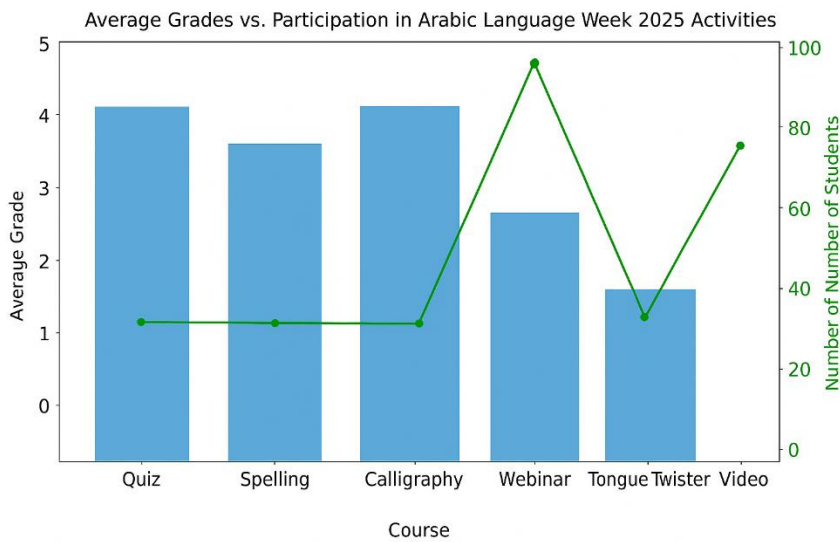


Figure 1 Visual Graph of Average Grades by Course and Student Participation in Arabic Language Week 2025

- Blue bars: Average grades for TAC401, TAC451, and TAC501 (A+ = 4.3, A = 4.0, A- = 3.7, C = 2.0).
- Green line: Number of participants in activities such as quizzes, spelling, calligraphy, webinars, tongue twisters, and video screenings.

This graph illustrates the correlation between student engagement in co-curricular activities and academic performance. The findings reinforce the view that structured festivals or programs combining competitions, lectures, and exhibitions not only stimulate student interest but also create opportunities for integrating culture, technology, and creative pedagogy in Arabic language learning at higher education institutions.

The results demonstrate that activities designed with clear objectives, structured workflows, and measurable outcomes yield a positive impact on both student performance and mastery of Arabic. The application of Kolb's Experiential Learning Cycle as the methodological framework strengthens this analysis, enabling the study not only to evaluate the effectiveness of current programs but also to establish a foundation for designing more effective language programs in the future.

Potential and Commercialization

This product has strong potential for use in schools, universities, language centers, and training agencies. It may also be commercialized in the form of an interactive PDF or as a mobile application. As an interactive digital innovation, it is holistic, systematic, and suitable for both students and lecturers.

The E-Manual of Arabic Language Activities: A Guide to Functions and Workflow for Language Week brings significant impact across multiple levels—students, lecturers, institutions, the academic community, and society at large. From the student perspective, it enhances motivation, vocabulary mastery, and confidence in using Arabic through authentic and interactive activities. From the lecturer perspective, the E-Manual functions as an official guide that streamlines the organization of activities, thereby reducing administrative burdens and allowing lecturers to focus more on pedagogical aspects. At the institutional level, the product demonstrates a commitment to innovation and the quality of language teaching by highlighting an integrated approach that combines education, culture, arts, and technology.

The contributions of this innovation are also evident across three main dimensions:

- Academic: It serves as a scholarly reference for teaching Arabic and holds potential for integration into action research and extended studies.
- Economic: It carries added value through commercial publication or digital subscription models, providing opportunities for revenue generation.



- **Social and Cultural:** It enriches students' understanding of Arab-Islamic culture through artistic activities, communication, and global interaction, contributing to the development of a well-balanced academic identity and character.

Novelty

The E-Manual stands out as it was developed in an interactive digital format, incorporating infographics, visual icons, flowcharts, and a user-friendly PDF design. It systematically documents nine core activities while integrating elements of education, culture, arts, communication, and technology.

By merging education, technology, and culture, the E-Manual streamlines the implementation of Language Week. It enhances student motivation, facilitates lecturers' work, and supports the aspirations of digital education. Moreover, the product holds strong potential for adoption and expansion to other institutions.

Future Research Recommendation

Future research should aim to strengthen the effectiveness and broader adoption of the E-Manual of Arabic Language Activities. A pre/post-test or control group study is recommended to provide stronger evidence of learning outcomes and better understand the manual's impact on students' Arabic language proficiency. To support data-driven improvements, the digital manual should be enhanced with usage tracking features, such as click data, time spent on tasks, and rubric scores. Usability can be improved through iterative testing, including expert reviews and think-aloud sessions with users, with documented revisions based on feedback. For transparency, future studies should include full measurement tools, such as rubrics and questionnaires, in an appendix, and reflect on potential developer bias in the design and evaluation process. The literature review can be expanded to include recent research in educational user experience (UX), learning analytics, and digital tools for language learning. Lastly, a clear sustainability and commercialization plan should be developed, addressing technical requirements, multilingual support, accessibility features, and steps for institutional adoption across other campuses or language programs.

ACKNOWLEDGMENT

The authors would like to express their gratitude to UiTM Negeri Sembilan Branch, the lecturers, the students of TAC401, TAC451, and TAC501, as well as the development team for their invaluable contributions in realizing the E-Manual of Arabic Language Activities. It is hoped that this innovation will bring meaningful benefits to the teaching and learning of languages in a digital and systematic manner.

REFERENCES

1. Awang, A. B., & Ismail, U. S. (2018). Faktor kepenggunaan kinayah dalam al-Quran al-Karim. *e-Academia Journal*, 7(1), 171–180.
2. Bloom, B. S. (1968). *Learning for mastery*. Evaluation Comment, 1(2), 1–12.
3. Deci, E. L., & Ryan, R. M. (2000). Self-determination theory. *American Psychologist*, 55(1), 68–78.
4. Dörnyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge University Press.
5. Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
6. Kolb, D. A. (1984). *Experiential learning*. Prentice Hall.
7. Salim, N. R., & Mansor, I. (2018). Training and teaching of Arabic translation course in IPG: Perspectives of trainees and trainers. *International Journal of Academic Research in Progressive Education and Development*, 7(4), 364–375.
8. Zakaria, M. F., & Muhammad Nawawi, M. A. A. (2020). Factors of tendency in students' interest towards Arabic language: A study at Management and Science University. *International Journal of Modern Languages and Applied Linguistics*, 4(4), 92–100.
9. Zawacki-Richter, O., et al. (2019). AI in higher education. *International Journal of Educational Technology in Higher Education*, 16(39), 1–27.