

# The Effect of Program Based on Teaching Morphology within Interactive Strategies on Enhancing Arabic Speaking Skills and Motivation for Non-Native Speakers

Hafsah Yahia AlJamal<sup>1\*</sup>, Abdul Hakim Bin Abdullah<sup>2</sup>, Nor Zahidah Binti Ahmad<sup>3</sup>, Mohammed Ishaq Husain<sup>4</sup>, Mohammed Abdulaziz Mohammed Ahmedeltigani<sup>5</sup>

Faculty of Islamic Contemporary Studies, Universiti Sultan Zainal Abidin, Malaysia

**\*Corresponding Author**

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## ABSTRACT

Arabic language holds a distinguished global status as the language of the Holy Quran and for its unique linguistic characteristics. Consequently, many countries seek to teach Arabic to non-native speakers. However, mastering Arabic, particularly speaking skills, remains challenging. Malaysian learners, in particular, often experience difficulties due to structural differences between Arabic and Malay, as well as low self-confidence, which hinder their acquisition of morphological structures and their application in oral communication. Accordingly, the present study aimed to investigate the impact of program based on teaching Arabic morphology through interactive strategies on enhancing speaking skills among non-native Arabic learners and to measure its effect on students' motivation toward oral participation. The study employed descriptive-analytical and correlational methodologies. The sample consisted of 18 male and female students enrolled in the Diploma in Arabic Language and Literature program at Universiti Sultan Zainal Abidin (UniSZA), Malaysia, during the 2025/2026 academic year. To achieve the study objectives, a seven-lecture educational program was designed and implemented. The program integrated verb conjugation with interactive activities, including role-play, interviews, dialogue, and group work, to connect morphological rules with authentic language use. The findings demonstrated a substantial improvement in speaking skills, with arithmetic means ranging from 4.27 to 4.83, indicating enhanced oral fluency, accurate verb usage, correct sentence construction, and greater speaking confidence. The program also positively influenced students' motivation toward oral participation, with arithmetic means ranging from 4.11 to 4.88, reflecting its success in creating a safe and stimulating learning environment that reduced fear and shyness associated with speaking Arabic. The study concludes that integrating Arabic conjugation into interactive instructional strategies effectively develops speaking skills among non-native learners while strengthening the cognitive, affective, and social dimensions of language learning. It recommends expanding the implementation of similar programs in institutions that teach Arabic to non-native speakers.

**Keywords:** Teaching Morphology, Speaking Skill, Interactive Activities, Motivation, Arabic for Non-Native Speakers.

## INTRODUCTION

Arabic language is distinguished by unique characteristics bestowed upon it by Allah, setting it apart from all other human languages. He chose it as the vessel for His Holy Book, revealing its verses in its exact wording and expressing meanings through its structures and styles. The morphological features of the verb, across its three tenses with pronouns, are manifested in a precise system, facilitating the acquisition of meanings and rendering the indications of verbs clear to the listener, speaker, reader, and writer, in addition to its independence and distinction from other languages.

The importance of teaching Arabic to non-native speakers lies in its global status and its role as the language of Islam, making its acquisition both a cultural and religious necessity. Its close association with Islam has

contributed to its preservation and dissemination among non-Arabic-speaking peoples, thereby promoting the spread of Islam and the teaching of Arabic globally (Hamidouch, 2021).

Morphology is considered one of the most prominent morphological phenomena in the Arabic language. Most linguists agree that the origin of the term "*tasrif*" (conjugation/inflection) in Arabic is derived from the verb "*sarafa*", which means to transform something from one state to another or from one direction to another. In linguistics, morphology refers to changing the structure of a word into different derivatives that carry different meanings, such as transforming the verb "*sharaba*" (to drink) into "*sharib*" (drinker), "*mashrub*" (a drink/beverage), and "*mashrab*" (a drinking place or inclination) (Al-Suyuti, 1998).

Interactive activities represent one of the modern educational methods aimed at achieving specific linguistic goals through organized procedures subject to a set of pedagogical rules. They have been defined as a group of classroom activities that provide both the teacher and the learner with an enjoyable and motivating means to practice language elements and develop various language skills within an organized framework under the teacher's supervision, or at least their monitoring (Makahli & Al-Qahtani, 2018). Furthermore, language activities are purposeful educational tools subject to criteria that ensure their effectiveness, most notably considering the learners' characteristics, clarity of objectives, and the chronological organization of content, while focusing on employing the language in its practical context. They are also executed according to systematic steps that include defining objectives, designing the activity, preparing the classroom environment, implementing it, and evaluating its outcomes (Al-Salim, 2018; Ali et al., 2022).

### Statement of the Problem

The success of acquiring speaking skills is closely linked to how learners employ diverse and engaging strategies to overcome learning challenges, as students' awareness of how to practice speaking contributes significantly to enhancing their oral capabilities. Conversely, a weak ability to express oneself orally and convey ideas and opinions leads to reduced learning opportunities and failure in various real-life situations. This struggle reflects negatively on learners' self-confidence, causing confusion and anxiety, which adversely affects their linguistic growth and cognitive awareness (Al-Bashir, 2008).

Accordingly, the problem of the study lies in the weak ability of Malaysian students to speak Arabic and communicate with it in daily situations (Mohamed Yusoff, 2022). This is attributed to two main factors: **First**, low self-confidence among learners, which limits their participation in communicative situations for fear of making mistakes; this requires teachers to support students psychologically and pedagogically, reinforcing the concept that making mistakes is a natural part of the learning process (Al-Mansour et al., 2024). **Second**, the structural difference between the Arabic and Malay languages; while Arabic is an inflectional and derivational language, Malay is an agglutinative language. This disparity leads to difficulties in pronunciation and the acquisition of correct structures, as explained by the theories of language transfer and contrastive analysis (Mat Taib, 2019; Islami, 2025).

Therefore, providing morphological material gradually and intensifying practical exercises on it directly contributes to enabling the speaker to utilize and produce the language fluently, transforming rigid grammar rules into a vital tool for enhancing communication and expression (Al-Omari & Al-Najjar, 2024). Hence, there is an urgent need to develop educational programs based on learning conjugation within interactive strategies that consider the linguistic and psychological background of the learners and help them develop their Arabic speaking skills effectively.

### Research Questions

The current study seeks to answer the following questions:

1. What is the nature of the program based on teaching morphology within interactive strategies designed to enhance Arabic speaking skills and improve motivation for non-native speakers?
2. To what extent does the program based on teaching morphology within interactive strategies and activities impact the enhancement of Arabic speaking skills for non-native speakers, from the perspective of the program participants?

3. To what extent does the program based on teaching morphology within interactive strategies and activities impact the improvement of motivation for non-native speakers, from the perspective of the program participants?

## Research Objectives

The current study seeks to achieve the following objectives:

1. To design a program based on teaching morphology within interactive strategies and activities to enhance Arabic speaking skills and improve motivation for non-native speakers.
2. To uncover the extent to which the program based on teaching morphology within interactive strategies and activities enhances Arabic speaking skills from the perspective of the program participants.
3. To determine the extent of the impact of the program based on teaching morphology within interactive strategies and activities on improving motivation from the perspective of the program participants.

## Research Hypotheses

Based on the study's objectives, the following two main hypotheses will be tested:

1. There is a statistically significant effect of the program based on teaching morphology within interactive strategies and activities on enhancing Arabic speaking skills for non-native speakers..
2. There is a statistically significant effect of the program based on teaching morphology within interactive strategies and activities on improving motivation for non-native speakers.

## Significance of the Research

This research is of great significance due to the nature of the problem it addresses. It highlights the relationship between morphological awareness and speaking skills in terms of the ability to express accurate temporal and semantic meanings among learners. Furthermore, it supports contemporary pedagogical trends in teaching Arabic by employing interactive strategies based on active learning and the practical application of language. It also aims to develop students' ability to accurately conjugate Arabic verbs across different tenses and with various pronouns, which contributes to improving their oral performance. Consequently, this enhances their motivation to participate in speaking situations by utilizing engaging teaching methods that stimulate interaction and reduce the anxiety associated with speaking.

## THEORETICAL FRAMEWORK AND LITERATURE REVIEW

Arabic language holds profound religious and cultural significance as the language of the Holy Quran, the Prophet's Sunnah, and the key to understanding Islamic heritage and sciences. Mastery of Arabic requires proficiency in the four core language skills: listening, speaking, reading, and writing, to achieve effective communication. Contemporary educational trends emphasize the use of interactive instructional strategies that enhance these skills and enable learners to apply the language effectively in real-life situations (Marwaji et al., 2025).

Among these skills, speaking represents the primary means of human communication and is considered a central objective in teaching Arabic as a second language. It reflects the practical application of linguistic knowledge and is essential for non-native speakers seeking communicative competence (Al-Rasikh, 2013).

However, foreign language learners encounter numerous obstacles that hinder language acquisition. These challenges stem from multiple sources, including the complexity of linguistic features such as phonetics, vocabulary, and grammatical structures, learner-related factors such as motivation, instructional methods and learning environments, and psychological variables including fear, anxiety, and low motivation (Al-Kahlani & Al-Shammari, 2026).

Morphology (*Sarf*) plays a crucial role in overcoming these challenges and developing speaking proficiency. Al-Omari and Al-Najjar (2024) demonstrated that morphology strengthens linguistic competence by enriching

learners' vocabulary through conjugation, derivation, and word formation. It also facilitates faster lexical retrieval during communication and supports accurate grammatical usage, thereby enhancing both fluency and precision.

Interactive learning strategies complement this linguistic foundation by moving beyond traditional teacher-centered instruction. They foster communication, dialogue, self-regulation, and accountability while promoting learners' intrinsic motivation, self-confidence, and active engagement. Furthermore, they connect language learning with authentic contexts by providing practical experiences based on real-life situations, enabling students to simulate social and professional interactions and perform creative communicative tasks (Khairi, 2018). Such an integrated approach supports both the cognitive and affective dimensions of Arabic language learning and contributes to the development of effective speaking skills.

## LITERATURE REVIEW

Shaharuddin et al. (2024) examined the level of Arabic speaking anxiety and fear of negative evaluation among 58 students at Universiti Teknologi MARA (UiTM), Malaysia, using an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS). The findings revealed that while students' overall language anxiety was at a moderate level, speaking anxiety and fear of negative evaluation were high, particularly during spontaneous speaking tasks and interactions with native speakers. The study emphasized the importance of creating a supportive learning environment that enhances learners' confidence.

Marmar et al. (2019) investigated the challenges of learning Arabic conversation skills among 386 students in Malaysian private universities and teacher training institutes through a quantitative questionnaire analyzed using SPSS. The findings identified several obstacles, including difficulties in applying grammatical rules during oral communication, weak directed listening skills, and limited opportunities to interact with native Arabic speakers on campus. These factors reduced students' ability to initiate conversations and negatively affected the development of their speaking skills.

Ain Nabiha (2024) explored communication skill issues among 115 undergraduate students at the Academy of Islamic Studies, University of Malaya (UM), using a descriptive survey analyzed with SPSS. The study found that students' communication skills were at a moderate level, particularly regarding self-confidence and employability. It recommended intensive workshops and greater participation in oral activities, such as debates and public speaking, to strengthen speaking competence.

Al-Anazi (2023) examined the role of oral drills in developing language skills and communicative competence among non-native Arabic learners using a descriptive approach. The findings indicated that integrating intensive oral drills into Arabic curricula creates student-centered learning environments and significantly improves communicative competence. Greater emphasis on oral practice than written exercises was found to enhance speaking, listening, and reading skills while enabling learners to apply their linguistic knowledge in authentic situations.

Bakir (2025) investigated the effectiveness of interactive strategies in developing oral communication skills among 20 female EFL students at the University of Zawiya through a descriptive-analytical questionnaire. The results demonstrated that interactive strategies significantly improved oral communication, linguistic fluency, and learners' self-confidence. Group discussions and role-playing were identified as the most effective activities for increasing classroom interaction and participation, leading the study to recommend the systematic integration of interactive activities into language instruction.

### The Current Study in Relation to Previous Literature

Unlike previous studies, the current study bridges the gap between the linguistic dimension, represented by morphology, and practical language performance through interactive strategies. It specifically targets non-native Arabic learners within the Malaysian context. Moreover, the proposed program extends beyond improving speaking proficiency by enhancing learners' motivation, strengthening self-confidence, and reducing fear and anxiety toward oral participation. Its distinctive contribution lies in linking the teaching of Arabic morphology with authentic oral language use, thereby producing positive outcomes at both the cognitive and affective levels of learners.

## RESEARCH METHODOLOGY

The research adopted a descriptive-analytical methodology, as it is the most appropriate approach for studying the relationships between the research variables and analyzing them statistically without the researcher's intervention. The nature of the current study is descriptive and quantitative, relying on describing the characteristics of the sample and conducting statistical analysis of the data. This allows for a quantitative appraisal of the data to fully grasp the problem and determine how the variables impact one another.

**Study Population:** The population comprised all students (53 students) enrolled in the Diploma in Arabic Language and Literature program during the short semester at Universiti Sultan Zainal Abidin (UniSZA) for the academic year 2025/2026.

**Study Sample:** The research sample was limited to (18) students selected to represent the population.

**Research Instrument:** The study utilized a developed questionnaire for data collection. It consisted of three main sections: demographic data, the program's impact on developing speaking skills, and its impact on enhancing motivation, with the ultimate goal of measuring the program's overall effectiveness.

## DATA ANALYSIS AND RESULTS

**Objective 1:** What is the nature of the program based on teaching morphology within interactive strategies and activities designed to enhance Arabic speaking skills and improve motivation for non-native speakers?

To address this question, the program based on teaching morphology within interactive strategies and activities was successfully constructed. The educational program consisted of (7 sessions), with each session lasting (3 hours). It was administered at a rate of one session per week, bringing the total duration of the program's implementation to (7 weeks).

**Table 1: Sessions Schedule**

| Lecture No.      | Lecture Topic                                                                                                                             | Lecture Objective                                                                                                                                                                                                                                             | Interactive Activities                                                                                                                                                                                                                                         |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lecture 1</b> | <ul style="list-style-type: none"> <li>•Reviewing students on pronouns</li> <li>• Introduction to the verb in its three tenses</li> </ul> | <ul style="list-style-type: none"> <li>•For the student to distinguish between first-person, second-person, and third-person pronouns.</li> <li>•For the student to distinguish between past, present, and imperative verbs in real-life contexts.</li> </ul> | <ul style="list-style-type: none"> <li>• An instructional PowerPoint containing the various pronouns with representative images.</li> <li>•Expressing/describing images that include pronouns.</li> <li>• Presenting sentences in different tenses.</li> </ul> |
| <b>Lecture 2</b> | Conjugation of the Past Tense Verb                                                                                                        | <ul style="list-style-type: none"> <li>• For the student to conjugate past tense verbs with all pronouns.</li> </ul>                                                                                                                                          | <ul style="list-style-type: none"> <li>• An instructional PowerPoint containing 10 verbs in the past tense conjugated with all pronouns.</li> <li>• Role-playing game using conjugation cards.</li> <li>• A dialogue about "What I did yesterday."</li> </ul>  |
| <b>Lecture 3</b> | Conjugation of the Present Tense Verb                                                                                                     | <ul style="list-style-type: none"> <li>• For the student to correctly use the present tense verb with different pronouns.</li> </ul>                                                                                                                          | <ul style="list-style-type: none"> <li>• An instructional PowerPoint containing 10 verbs in the present tense conjugated with all pronouns.</li> <li>• Daily routine conjugation game.</li> <li>• Simple interviews.</li> </ul>                                |

|                  |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                     |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lecture 4</b> | Conjugation of the Imperative Verb                                                                                                                                                                            | <ul style="list-style-type: none"> <li>• For the student to use the imperative verb in real-life situations.</li> </ul>                                                                                                                                  | <ul style="list-style-type: none"> <li>• An instructional PowerPoint containing 10 verbs in the imperative form conjugated with all pronouns.</li> <li>• Educational conversation.</li> <li>• Role-playing game (Request - Command - Advice).</li> </ul>                                                            |
| <b>Lecture 5</b> | Comparison Between the Three Verb Tenses                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• For the student to distinguish the difference between the past, present, and imperative tenses.</li> </ul>                                                                                                      | <ul style="list-style-type: none"> <li>• An instructional PowerPoint containing 10 verbs conjugated with all pronouns across all tenses.</li> <li>• Displaying cards containing verbs in their different tenses.</li> <li>• Role-playing game.</li> <li>• Personal interviews.</li> </ul>                           |
| <b>Lecture 6</b> | <ul style="list-style-type: none"> <li>• Application in the Market</li> <li>• Daily Application at the University</li> </ul>                                                                                  | <ul style="list-style-type: none"> <li>• For the student to speak using verbs related to buying and selling in their various tenses.</li> <li>• For the student to describe their daily activities using past, present, and imperative verbs.</li> </ul> | <ul style="list-style-type: none"> <li>• An instructional PowerPoint containing 10 verbs conjugated with all pronouns across all tenses.</li> <li>• Role-playing scenarios.</li> <li>• Utilizing structure/sentence-building cards.</li> <li>• Paired interviews.</li> </ul>                                        |
| <b>Lecture 7</b> | <ul style="list-style-type: none"> <li>• Open Activity: "Let's Bake a Delicious Cake"</li> <li>• Activity: "Describe your feelings towards this program"</li> <li>• Closing/Celebratory Activities</li> </ul> | <ul style="list-style-type: none"> <li>• For students to participate in speaking about how to bake a cake.</li> <li>• To provide space for students to freely express their feelings towards this program.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• An instructional PowerPoint containing 10 verbs conjugated with all pronouns across all tenses.</li> <li>• Student participation in speaking about how to make a cake.</li> <li>• Allowing freedom for students to express their feelings towards this program.</li> </ul> |

### Results of the Second Objective:

Uncovering the extent of the impact of the program based on teaching morphology within interactive strategies and activities on enhancing Arabic speaking skills for non-native speakers, from the perspective of the program participants.

**Table 2: The Impact of the Program on Developing Speaking Skills**

| NO | Question                                                                                     | N  | Missing | Mean   | Std. Deviation |
|----|----------------------------------------------------------------------------------------------|----|---------|--------|----------------|
| 1. | The conjugation program helped me construct correct Arabic sentences when speaking.          | 18 | 0       | 4.8333 | .38348         |
| 2. | My use of Arabic verbs became more accurate after the program.                               | 18 | 0       | 4.5000 | .70711         |
| 3. | The program improved my ability to speak fluently.                                           | 18 | 0       | 4.5000 | .70711         |
| 4. | The speaking activities in the program contributed to boosting my confidence while speaking. | 18 | 0       | 4.7222 | .57451         |
| 5. | The program linked conjugation with its usage in daily life situations.                      | 18 | 0       | 4.6111 | .50163         |
| 6. | I can now conjugate verbs easily during conversation.                                        | 18 | 0       | 4.2778 | .82644         |

|     |                                                                                         |    |   |        |        |
|-----|-----------------------------------------------------------------------------------------|----|---|--------|--------|
| 7.  | The learning strategies used in the program were enjoyable and effective.               | 18 | 0 | 4.7778 | .42779 |
| 8.  | The program helped me understand the differences between tenses while speaking.         | 18 | 0 | 4.5556 | .61570 |
| 9.  | I felt a noticeable improvement in my oral communication after the program.             | 18 | 0 | 4.5000 | .61835 |
| 10. | I want to apply the program at an advanced level to strengthen my speaking skills.      | 18 | 0 | 4.3333 | .97014 |
| 11. | I recommend applying the program to other students to strengthen their speaking skills. | 18 | 0 | 4.8333 | .51450 |

The previous table indicates that the arithmetic means for the items measuring the impact of the program yielded high values, ranging from (4.27) to (4.83) out of (5). This demonstrates that the program achieved a clear positive impact among the participants. Furthermore, it signifies the program's successful contribution to improving the morphological and linguistic forms that effectively and positively enhance the participants' ability to conjugate verbs accurately, construct correct sentences, and develop oral fluency and confidence. It also underscores their capability to bridge the gap between morphological rules and real-life usage in various daily situations, understand the temporal differences among verbs, inflect them with different pronouns, and employ them in appropriate contexts which is precisely one of the most fundamental core components of communicative linguistic competence. Consequently, this reinforced and developed the overall oral and practical application of communicative speaking skills in Arabic for non-native speakers. The items *"I recommend applying the program to other students to strengthen their speaking skills"* and *"The conjugation program helped me construct correct Arabic sentences when speaking"* secured the highest arithmetic mean of (4.83). This score is very close to 5, reflecting the participants' satisfaction and their utilization of the program in improving morphological structures to construct Arabic sentences during their practice of the speaking skill.

On the other hand, the lowest arithmetic mean obtained was (4.27) for the item *"I can now conjugate verbs easily during conversation"*. While this score is still high, it may indicate a need to further develop certain aspects that could help increase effectiveness. The standard deviations ranged between (0.38) and (0.97); these values are relatively low for the scale, indicating a high degree of consistency and low dispersion among the participants' responses. This demonstrates that the program had a stable and almost unanimous impact among all participants, meaning that individual differences in the sample members' responses were limited, and their opinions converged closely regarding the program's overall impact.

These findings align with modern educational trends that emphasize the importance of harmony between the knowledge of conjugation rules and speaking skills in teaching Arabic to non-native speakers. This approach shifts the focus away from mere rote memorization of grammar rules toward employing them in real-life situations, thereby enabling learners to use the Arabic language fluently and accurately.

### Results of the Third Objective:

Determining the extent of the impact of the program based on teaching morphology within interactive strategies and activities on improving motivation for non-native speakers, from the perspective of the program participants.

**Table 3: The Impact of the Program on Enhancing Motivation for Oral Participation**

| NO | Question                                                        | N  | Missing | Mean    | Std. Deviation |
|----|-----------------------------------------------------------------|----|---------|---------|----------------|
| 1. | I feel enthusiastic about participating in speaking activities. | 18 | 0       | 4.61111 | .697802        |
| 2. | I like expressing my opinions in front of others.               | 18 | 0       | 4.44444 | .704792        |
| 3. | I feel confident speaking in front of my classmates.            | 18 | 0       | 4.1111  | 1.0786         |

|     |                                                                                          |    |   |        |        |
|-----|------------------------------------------------------------------------------------------|----|---|--------|--------|
| 4.  | I participate in speaking activities with the aim of improving my language skills.       | 18 | 0 | 4.8889 | .32338 |
| 5.  | I participate in speaking activities when I feel safe and supported by the teacher.      | 18 | 0 | 4.8889 | .32338 |
| 6.  | I like group work that includes dialogues and discussions.                               | 18 | 0 | 4.7778 | .42779 |
| 7.  | I feel that my participation in conversation helps me understand better.                 | 18 | 0 | 4.5556 | .51131 |
| 8.  | I participate in speaking activities to receive motivation and encouragement from peers. | 18 | 0 | 4.6111 | .50163 |
| 9.  | The teacher's encouragement increases my desire for oral participation.                  | 18 | 0 | 4.7222 | .57451 |
| 10. | I participate when the class is active and the atmosphere is positive.                   | 18 | 0 | 4.7222 | .46089 |
| 11. | I enjoy activities based on discussion and dialogue more than memorization.              | 18 | 0 | 4.8333 | .38348 |
| 12. | I have a genuine desire to develop my oral skills.                                       | 18 | 0 | 4.6667 | .48507 |

Referring to the previous table, the data demonstrated a noticeable impact of the program on enhancing motivation toward oral participation in the Arabic language. Concurrently, it reflected an effect on reducing feelings of fear and shyness associated with oral participation among non-native Arabic-speaking students. This was achieved by learning morphology within a safe, stimulating, and supportive learning environment tailored to help students manage their fear and anxiety regarding speaking Arabic.

The arithmetic means were remarkably high, ranging between (4.11) and (4.88) out of (5), which indicates highly elevated motivational levels and strong positive attitudes toward the program. The standard deviation values ranged between (0.32-1.07); being low across most items, these values point to the homogeneity of the participants' views and their consensus on the program's effectiveness. Nevertheless, the results revealed a limited variance in certain personality-related aspects, such as self-confidence while speaking, which can be attributed to individual differences among the participants. This demonstrates that the program successfully bridged the gap between the cognitive and affective dimensions of the learning process, moving learners from mere acquisition of morphological knowledge to utilizing it as an intrinsic motivation for language practice.

## DISCUSSION OF FINDINGS

The findings of the second and third objectives can be interpreted in light of Constructivist Learning Theory and Social Learning Theory. The results demonstrated that the program based on teaching morphology within interactive strategies reinforced and enhanced speaking skills while improving the participants' motivation to speak Arabic among non-native learners.

The results of the second objective can be explained from the perspective of *Constructivist Learning Theory*, which posits that learners do not passively receive knowledge from the teacher, but rather construct it actively through interaction, practice, and meaning-making. Accordingly, the program enabled the participants to acquire linguistic knowledge self-directedly through practice and application; morphology was not presented as rigid theoretical rules, but was instead linked to authentic usage within real-life communicative contexts.

As for the third objective, the findings can be interpreted from the lens of *Social Learning Theory*, which argues that learning is essentially embedded in social interaction between learners and the teacher, and that language serves as both a cognitive and social tool. Since the program was founded on social interaction strategies, dialogue, and discussion within the Zone of Proximal Development (ZPD) where individuals learn with the assistance of peers or the teacher it provided a collaborative, interactive environment. This environment successfully reduced language anxiety and heightened motivation to enhance Arabic speaking skills.

Consequently, the program enriched the social dimension through interaction and collaboration, the cognitive dimension by constructing an applied understanding of morphology, and the psychological dimension by boosting students' motivation and self-confidence while minimizing fear and shyness. This holistic approach reflected positively on the learners' performance and their attitudes toward speaking Arabic.

## RECOMMENDATIONS

1. Encouraging educational institutions to provide interactive programs that contribute to elevating linguistic fluency and supporting motivation among non-native Arabic learners.
2. Providing training programs for teachers of Arabic to non-native speakers, based on interactive activities that employ morphological concepts in real-life communicative situations.
3. Focusing on continuous oral practice of derived vocabulary and structures, rather than restricting the teaching of morphology to theoretical aspects.
4. Emphasizing the use of Arabic as the official medium of instruction and avoiding translation when teaching Arabic language courses.

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