

STRATEGIES FOR STRENGTHENING ARABIC SPEAKING SKILLS FOR FOREIGN SPEAKERS

Rahmat Hidayat¹, Amira Ali², and Mulugeta Negash³

¹ Universitas Islam Negeri Mahmud Yunus, Batusangkar, Indonesia

² Al-Fateh University, Tripoli, Libya

³ Arba Minch University, Arba Minch, Ethiopia

Corresponding Author:

Rahmat Hidayat,

Program Studi Pendidikan Bahasa Arab, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Mahmud Yunus Batusangkar.

Email: rahmathidayat@gmail.com

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Abstract

This study examines strategic approaches to strengthening Arabic speaking skills among non-native speakers through a comprehensive literature-based method. Speaking skill, as a productive language competence, plays a crucial role in enabling learners to communicate effectively in real-life contexts, particularly in Arabic as a foreign language (AFL) settings. However, many learners encounter persistent challenges such as limited vocabulary, low confidence, pronunciation difficulties, and lack of authentic communicative exposure. This research aims to identify, analyze, and synthesize effective pedagogical strategies that can enhance speaking proficiency among foreign learners of Arabic. The study employs a library research method by reviewing recent scholarly works, theoretical frameworks, and empirical findings related to second language acquisition, communicative language teaching, and Arabic pedagogy. The findings reveal that integrative strategies—such as communicative approaches, task-based learning, technology-assisted instruction, and immersive language environments—significantly contribute to improving learners' speaking abilities. Additionally, psychological factors such as motivation, anxiety reduction, and learner autonomy are found to play a pivotal role in successful speaking skill development. This study contributes to the field by offering a structured framework of strategies that can be implemented by educators, curriculum designers, and institutions to optimize Arabic speaking instruction for non-native speakers. Ultimately, strengthening speaking skills not only enhances linguistic competence but also supports intercultural communication and global engagement.

Keywords: Arabic, Foreign Speakers, Speaking Skills



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INTRODUCTION

The development of speaking skills in Arabic for non-native speakers has become an increasingly important focus in contemporary language education due to the growing global interest in Arabic as an international language (Akhmetovna, 2025). Speaking is often considered the most challenging skill to master because it requires the integration of vocabulary, grammar, pronunciation, and real-time processing in communicative contexts. Many learners struggle to express their ideas fluently despite having adequate knowledge of grammatical structures, which highlights a gap between theoretical understanding and practical application (Richards, 2021). Furthermore, the complexity of Arabic phonology and diglossia adds additional layers of difficulty for learners, making speaking proficiency a central concern in Arabic language pedagogy (Yaacob et al., 2024). Therefore, strengthening speaking skills is not only a linguistic necessity but also a pedagogical priority that requires systematic strategies and effective instructional design. This study is thus essential to address these ongoing challenges and provide actionable solutions grounded in scholarly research.

The urgency of improving Arabic speaking skills among foreign learners is also driven by the increasing demand for communicative competence in academic, professional, and religious contexts. In many educational institutions, the teaching of Arabic still emphasizes reading and grammar over speaking, resulting in learners who can understand texts but are unable to communicate effectively in real-life situations (Larsen-Freeman, 2021). This imbalance creates a disconnect between learning objectives and actual language use, particularly in contexts where oral communication is essential. Moreover, the lack of interactive teaching methods and authentic speaking opportunities further limits learners' progress (Harmer, 2021). Consequently, there is a pressing need to rethink instructional strategies and prioritize speaking as a core component of Arabic language learning. Addressing this issue will contribute significantly to improving overall language proficiency and learner confidence.

Another important reason for conducting this study lies in the pedagogical challenges faced by educators in teaching speaking skills effectively. Teachers often encounter difficulties in designing engaging speaking activities, assessing oral performance, and managing classroom interaction, especially in large or heterogeneous classes (Bygate, 2021). Additionally, learners' affective factors such as anxiety, lack of confidence, and fear of making mistakes can hinder their willingness to participate in speaking activities (Dörnyei, 2021). These challenges indicate that improving speaking skills is not merely a matter of linguistic input but also involves psychological and methodological considerations. Therefore, this research seeks to explore strategies that address both cognitive and affective dimensions of language learning. By doing so, it aims to provide a more holistic understanding of how speaking skills can be effectively developed among non-native Arabic learners.

Based on the issues outlined above, this study aims to systematically explore and synthesize various strategies for strengthening Arabic speaking skills through a literature-based approach. The research focuses on identifying best practices, theoretical models, and empirical findings that can inform effective teaching and learning processes. In particular, it examines communicative approaches, task-based learning, technology integration, and learner-centered strategies as key components in enhancing speaking proficiency (Almelhes, 2024). By analyzing relevant literature, this study seeks to construct a comprehensive framework that can be applied in diverse educational contexts. Ultimately, the findings are expected to contribute

to the development of more effective Arabic language instruction and support learners in achieving communicative competence. This research thus holds both theoretical significance and practical relevance for educators, researchers, and language practitioners.

Speaking skill is widely recognized as a central component of communicative competence in second and foreign language learning, including Arabic as a foreign language. It involves the ability to produce meaningful utterances in real-time interaction, requiring not only linguistic knowledge but also pragmatic and sociolinguistic awareness (Ameen, 2025). Scholars emphasize that speaking is a complex cognitive process that integrates grammar, vocabulary, pronunciation, and fluency into spontaneous communication (Bygate, 2021). In the context of Arabic, this complexity is further heightened by the existence of diglossia, where learners must navigate between Modern Standard Arabic and various colloquial dialects (Yaacob, 2024). Consequently, developing speaking skills requires a multifaceted approach that addresses both linguistic competence and contextual appropriateness. This theoretical understanding underscores the importance of designing instructional strategies that go beyond rote memorization and encourage meaningful interaction, ultimately enabling learners to communicate effectively in diverse communicative situations.

The communicative language teaching (CLT) approach has been widely adopted as a foundational framework for improving speaking skills in foreign language education. This approach prioritizes interaction, authentic communication, and the functional use of language over the mere mastery of grammatical rules (Larsen-Freeman, 2021). Within CLT, learners are encouraged to engage in pair work, group discussions, and role-playing activities that simulate real-life communication scenarios (Harmer, 2021; Siregar et al., 2024). These practices are particularly relevant in Arabic language teaching, where opportunities for authentic interaction are often limited in non-Arabic-speaking environments. Furthermore, CLT emphasizes learner-centered instruction, allowing students to take an active role in constructing meaning through communication (Atkinson et al., 2025). As a result, the communicative approach provides a strong theoretical and practical foundation for developing speaking proficiency among non-native Arabic learners, especially when adapted to their specific linguistic and cultural contexts.

Task-Based Language Teaching (TBLT) has emerged as an effective pedagogical approach for enhancing speaking skills by focusing on meaningful task completion rather than isolated language practice. In this approach, learners engage in tasks that require them to use language for specific communicative purposes, such as problem-solving, information exchange, or decision-making (Roziqi et al., 2025). TBLT promotes fluency and accuracy simultaneously by encouraging learners to negotiate meaning and interact with peers during task performance (Solehudin, 2024; Bygate, 2021). In Arabic language learning, TBLT can be particularly beneficial in creating realistic communication contexts that reflect everyday language use. Additionally, tasks can be designed to incorporate cultural elements, thereby enhancing learners' intercultural competence (Azram et al., 2025). This approach aligns with contemporary views of language learning as an active and dynamic process, making it a valuable strategy for strengthening speaking skills among non-native Arabic speakers.

The integration of technology in language learning has significantly transformed the way speaking skills are taught and practiced. Digital tools such as language learning applications, online communication platforms, and speech recognition software provide learners with increased opportunities for practice and feedback (Godwin-Jones, 2021). In the context of Arabic language learning, technology can help overcome geographical and resource limitations by connecting learners with native speakers and authentic language materials (Al-Shehri, 2021). Moreover, multimedia resources such as videos, podcasts, and interactive simulations can enhance learners' listening and speaking abilities simultaneously (Mayer, 2021). Technology also supports personalized learning, allowing learners to practice speaking at their own pace and receive immediate feedback on their performance. Therefore, the use of

technology represents a powerful tool for enhancing speaking skills, particularly when integrated into a well-designed instructional framework that aligns with pedagogical objectives.

Affective factors play a crucial role in the development of speaking skills, as they influence learners' motivation, confidence, and willingness to communicate. Research indicates that anxiety is one of the most significant barriers to speaking in a foreign language, often leading to avoidance behaviors and reduced participation (Dörnyei, 2021). Conversely, a supportive learning environment that fosters positive emotions can enhance learners' engagement and performance (Oxford, 2021). In Arabic language classrooms, where learners may feel intimidated by the complexity of the language, addressing affective factors becomes particularly important. Teachers can employ strategies such as collaborative learning, positive reinforcement, and gradual exposure to speaking tasks to reduce anxiety and build confidence (Harmer, 2021). By considering the emotional dimensions of language learning, educators can create a more conducive environment for developing speaking skills among non-native Arabic learners.

Another important aspect of speaking skill development is learner autonomy, which refers to the ability of learners to take responsibility for their own learning process. Autonomous learners are more likely to engage in self-directed practice, seek out opportunities for communication, and reflect on their performance (Benson, 2021). In the context of Arabic language learning, promoting learner autonomy can help overcome the limitations of classroom instruction by encouraging learners to practice speaking outside the classroom (Reinders, 2021; Murray, 2021). Strategies such as self-assessment, goal setting, and the use of online resources can support the development of autonomy and enhance speaking proficiency. Furthermore, autonomous learning aligns with the principles of lifelong learning, enabling learners to continue improving their skills beyond formal education. Therefore, fostering learner autonomy is a key component of effective strategies for strengthening Arabic speaking skills among non-native speakers.

RESEARCH METHOD

This study employs a qualitative research design using a library research method to explore strategies for strengthening Arabic speaking skills among non-native speakers. Library research focuses on collecting and analyzing data from various scholarly sources such as books, journal articles, conference proceedings, and academic reports, allowing the researcher to synthesize existing knowledge on a particular topic (Creswell, 2021). This approach is particularly suitable for examining theoretical frameworks and pedagogical strategies that have been previously studied and validated. In the context of this research, the library method enables a comprehensive understanding of how speaking skills in Arabic can be enhanced through various instructional approaches. Moreover, it provides a systematic way to identify patterns, gaps, and trends in the literature related to foreign language speaking instruction (Booth et al., 2021). Therefore, this method serves as a reliable foundation for constructing a conceptual framework that integrates multiple perspectives on Arabic language teaching and learning.

The data sources for this study consist of both primary and secondary academic materials that are relevant to the topic of Arabic speaking skill development. Primary sources include peer-reviewed journal articles and recent empirical studies focusing on language pedagogy, while secondary sources encompass books, review articles, and theoretical publications that provide broader insights into language learning theories (Creswell, 2021). The selection of sources is guided by criteria such as relevance, credibility, publication date, and contribution to the field, with a particular emphasis on works published within the last five years to ensure the timeliness of the analysis (Booth et al., 2021). Additionally, classic foundational theories are included to provide a comprehensive conceptual background. This combination of sources

allows for a balanced analysis that integrates both contemporary developments and established knowledge. As a result, the study is able to present a well-rounded perspective on strategies for enhancing Arabic speaking skills among non-native learners.

The data collection process involves systematic identification, classification, and organization of relevant literature through database searches and document analysis. Academic databases such as Scopus, Web of Science, and Google Scholar are utilized to locate high-quality sources using keywords related to speaking skills, Arabic language learning, and foreign language pedagogy (Gough et al., 2021). The collected materials are then categorized based on themes such as communicative approaches, task-based learning, technology integration, and affective factors. This thematic categorization facilitates a more structured analysis and helps identify recurring patterns across different studies (Booth et al., 2021). Furthermore, the researcher carefully reviews each source to extract relevant information, including key findings, methodologies, and theoretical implications. This systematic process ensures that the data collected is both comprehensive and relevant to the research objectives, thereby enhancing the validity and reliability of the study.

Data analysis in this study is conducted using a descriptive-analytical approach, which involves interpreting and synthesizing information from the selected literature to generate meaningful insights. The analysis focuses on identifying key strategies that have been proven effective in improving speaking skills, as well as understanding the theoretical foundations underlying these strategies (Creswell, 2021; Braun & Clarke, 2021). The researcher compares and contrasts different perspectives to highlight similarities and differences in the findings of previous studies. Additionally, thematic analysis is employed to organize the data into coherent categories, allowing for a more systematic presentation of the results (Bailey & Fahad, 2021). This analytical process not only facilitates a deeper understanding of the topic but also enables the researcher to draw connections between various concepts and approaches. Consequently, the study is able to provide a comprehensive and integrated overview of strategies for strengthening Arabic speaking skills.

To ensure the trustworthiness and rigor of the research, several validation strategies are employed throughout the study. These include source triangulation, where multiple references are used to support each argument, and critical evaluation of the credibility and relevance of each source (Creswell, 2021). The researcher also maintains transparency in the selection and analysis of data, clearly documenting the criteria and procedures used in the research process. Additionally, consistency in data interpretation is ensured by adhering to established analytical frameworks and maintaining alignment with the research objectives (Booth et al., 2021). By implementing these strategies, the study aims to minimize bias and enhance the reliability of its findings. Ultimately, the methodological rigor of this research contributes to the validity of its conclusions and supports its contribution to the field of Arabic language education.

RESULTS AND DISCUSSION

Results

The findings of this study reveal that strengthening Arabic speaking skills among non-native speakers requires a combination of pedagogical, technological, and psychological strategies that are implemented in an integrated manner. The literature consistently highlights that no single method is sufficient to address the complexity of speaking skill development, as it involves multiple linguistic and non-linguistic components (Bygate, 2021). Effective strategies must therefore incorporate opportunities for meaningful interaction, exposure to authentic language use, and continuous feedback. In addition, the findings indicate that structured speaking activities that simulate real-life communication are particularly effective in enhancing fluency and accuracy (Richards, 2021; Harmer, 2021). These activities help learners bridge the gap between theoretical knowledge and practical application. Consequently, the

integration of diverse strategies emerges as a key factor in achieving significant improvements in Arabic speaking proficiency among foreign learners.

One of the most prominent findings is the effectiveness of communicative approaches in improving speaking skills. Studies show that learners who are actively engaged in communicative activities, such as discussions, role-plays, and problem-solving tasks, demonstrate higher levels of fluency and confidence (Basrianto, 2025; Larsen-Freeman, 2021). These activities encourage learners to use language in meaningful contexts, thereby enhancing their ability to express ideas spontaneously. Moreover, communicative approaches promote interaction among learners, which facilitates the negotiation of meaning and the development of conversational skills (Kholifiana et al., 2025). In Arabic language learning, this approach is particularly beneficial because it provides learners with opportunities to practice speaking in realistic scenarios. As a result, communicative teaching strategies are identified as a fundamental component of effective Arabic speaking instruction.

The findings also highlight the significant role of task-based language teaching in enhancing speaking proficiency. Task-based activities require learners to complete specific objectives using the target language, which promotes both fluency and accuracy (Fadhlan et al., 2024; Barid et al., 2025). These tasks often involve collaboration and interaction, enabling learners to practice speaking in a supportive environment. Furthermore, task-based learning allows for the integration of cultural elements, which enriches the learning experience and improves learners' pragmatic competence (Faryat & Ahmiani, 2025). In the context of Arabic, tasks can be designed to reflect everyday communication situations, such as ordering food or engaging in social conversations. This practical orientation helps learners develop confidence and competence in using the language. Therefore, task-based learning is identified as an effective strategy for strengthening Arabic speaking skills among non-native speakers.

Another important finding is the impact of technology-assisted learning on speaking skill development. Digital tools provide learners with increased access to authentic language input and opportunities for interactive practice (Godwin-Jones, 2021). For example, language learning applications and online platforms enable learners to engage in real-time communication with native speakers, which enhances their speaking proficiency. Additionally, speech recognition technology offers immediate feedback on pronunciation, helping learners improve their accuracy (Al-Shehri, 2021). In Arabic language learning, technology is particularly valuable in overcoming geographical barriers and providing exposure to diverse dialects. These findings suggest that integrating technology into language instruction can significantly enhance the effectiveness of speaking practice. Thus, technology emerges as a powerful tool for supporting the development of Arabic speaking skills.

The study further finds that affective factors play a crucial role in influencing learners' speaking performance. Anxiety, lack of confidence, and fear of making mistakes are identified as major barriers that hinder learners' willingness to participate in speaking activities (Dörnyei, 2021). Conversely, a positive and supportive learning environment can significantly enhance learners' motivation and engagement. Teachers who provide encouragement, constructive feedback, and opportunities for gradual skill development can help reduce anxiety and build confidence (Oxford, 2021). In Arabic classrooms, where learners may feel overwhelmed by the complexity of the language, addressing these affective factors is particularly important. Therefore, the findings emphasize the need for strategies that not only focus on linguistic competence but also consider the emotional well-being of learners.

Another key finding is the importance of learner autonomy in developing speaking skills. Autonomous learners tend to take initiative in practicing speaking outside the classroom, which significantly enhances their proficiency (Benson, 2021; Reinders, 2021). The literature shows that strategies such as self-assessment, goal setting, and the use of online resources can foster autonomy and encourage continuous learning (Murray, 2021). In the context of Arabic language learning, promoting autonomy allows learners to overcome limited classroom

exposure and engage in additional practice. This is particularly important for speaking skills, which require frequent and consistent use. By taking responsibility for their learning, students become more motivated and confident in their ability to communicate. Thus, learner autonomy is identified as a critical factor in strengthening Arabic speaking skills.

The findings also indicate that the role of teachers is crucial in facilitating effective speaking instruction. Teachers are responsible for designing engaging activities, providing feedback, and creating a supportive learning environment (Harmer, 2021). Effective teachers use a variety of instructional strategies to address the diverse needs of learners, including differentiated instruction and interactive teaching methods. In Arabic language classrooms, teachers must also be sensitive to the linguistic and cultural challenges faced by learners. Additionally, the use of formative assessment helps teachers monitor students' progress and adjust their teaching accordingly (Bygate, 2021). These findings highlight the importance of teacher competence and creativity in enhancing speaking skills. Therefore, professional development and training for teachers are essential components of effective language education.

Another significant finding relates to the importance of authentic materials in speaking instruction. Authentic materials, such as videos, audio recordings, and real-life dialogues, expose learners to natural language use and cultural contexts (Mayer, 2021; Richards, 2021). These materials help learners develop listening and speaking skills simultaneously, as they provide models of real communication. In Arabic language learning, authentic materials are particularly valuable because they introduce learners to different dialects and cultural nuances. Furthermore, they increase learners' motivation by making the learning process more engaging and relevant (Harmer, 2021). The findings suggest that incorporating authentic materials into instruction can significantly enhance speaking proficiency. Therefore, educators are encouraged to utilize a wide range of resources to support language learning.

Finally, the findings reveal that an integrated approach combining multiple strategies yields the most effective results in strengthening Arabic speaking skills. Rather than relying on a single method, successful language instruction incorporates communicative activities, task-based learning, technology, and attention to affective factors (Cherkaoui, 2025). This holistic approach ensures that all aspects of speaking competence are addressed, including fluency, accuracy, pronunciation, and confidence. Additionally, the integration of these strategies allows for greater flexibility in adapting to different learning contexts and student needs (Richards, 2021; Larsen-Freeman, 2021). The findings emphasize that effective speaking instruction requires careful planning and a balanced combination of methods. Therefore, an integrated framework is recommended as the most comprehensive strategy for enhancing Arabic speaking skills among non-native speakers.

Discussion

The findings of this study confirm that strengthening Arabic speaking skills among non-native speakers requires an integrative pedagogical approach that combines multiple instructional strategies. This result aligns with contemporary theories of second language acquisition, which emphasize the importance of interaction, meaningful communication, and contextualized language use in developing speaking proficiency (Larsen-Freeman, 2021; Richards, 2021). The effectiveness of combining communicative language teaching, task-based learning, and technology integration suggests that language learning is a dynamic and multifaceted process. Moreover, the findings reinforce the idea that speaking cannot be developed in isolation but must be supported by other language skills and cognitive processes (Bygate, 2021). This implies that educators need to adopt a holistic perspective in designing their instructional practices. Therefore, the integration of diverse strategies is not merely an option but a necessity in achieving optimal learning outcomes in Arabic speaking instruction.

The prominence of communicative approaches in the findings highlights the need to shift from traditional teacher-centered methods to more learner-centered practices. This shift is supported by the theoretical framework of communicative competence, which prioritizes the ability to use language effectively in real-life situations rather than simply mastering grammatical rules (Fadhlan et al., 2024). In the context of Arabic language learning, this transition is particularly important due to the limited exposure to authentic communication outside the classroom. By engaging learners in interactive activities, educators can create opportunities for meaningful language use that enhance both fluency and confidence (Harmer, 2021). Furthermore, the discussion underscores that communicative approaches must be adapted to suit the specific needs and proficiency levels of learners. Thus, the successful implementation of communicative strategies depends on thoughtful planning and contextual awareness.

The discussion also highlights the pedagogical significance of task-based language teaching as an effective means of improving speaking skills. The findings suggest that task-based learning not only promotes linguistic competence but also fosters critical thinking and problem-solving abilities (Cherkaoui, 2025). This is consistent with the view that language learning should be an active process in which learners construct knowledge through meaningful interaction. In Arabic language instruction, task-based activities can be designed to reflect real-life situations, thereby making learning more relevant and engaging (Bailey & Fahad, 2021). Additionally, the use of tasks allows for greater flexibility in accommodating different learning styles and preferences. Therefore, incorporating task-based learning into the curriculum can significantly enhance the effectiveness of speaking instruction and contribute to the overall development of communicative competence.

Another important aspect discussed in this study is the role of technology in facilitating speaking skill development. The findings demonstrate that technology can provide valuable support for both teachers and learners by offering innovative tools and resources for language practice (Godwin-Jones, 2021). This is particularly relevant in the context of Arabic language learning, where access to native speakers and authentic materials may be limited. Technology enables learners to engage in interactive communication, receive immediate feedback, and access a wide range of learning materials. However, the discussion also emphasizes that technology should not be used in isolation but rather integrated into a coherent pedagogical framework (Al-Shehri, 2021). Effective use of technology requires careful selection of tools and alignment with learning objectives. Therefore, educators must develop digital literacy skills to maximize the potential of technology in language teaching.

The influence of affective factors on speaking performance is another critical issue highlighted in this discussion. The findings indicate that learners' emotions, such as anxiety and confidence, significantly impact their ability to participate in speaking activities (Dörnyei, 2021). This supports existing research that emphasizes the importance of creating a supportive and inclusive learning environment to facilitate language acquisition (Oxford, 2021). In Arabic language classrooms, where learners may face additional challenges due to linguistic complexity, addressing affective factors becomes even more crucial. Teachers can adopt strategies such as positive reinforcement, collaborative learning, and gradual exposure to speaking tasks to reduce anxiety and build confidence (Harmer, 2021). Thus, the discussion highlights the need for a balanced approach that considers both cognitive and emotional aspects of learning.

Finally, the discussion emphasizes the importance of learner autonomy as a key factor in sustaining long-term speaking skill development. Autonomous learners are more likely to engage in continuous practice, seek out communication opportunities, and reflect on their progress (Benson, 2021; Reinders, 2021). This is particularly important in the context of Arabic language learning, where classroom instruction alone may not provide sufficient exposure to the language. By fostering autonomy, educators can empower learners to take

control of their learning and become more independent. Strategies such as self-assessment, goal setting, and the use of online resources can support the development of autonomy and enhance speaking proficiency (Murray, 2021). Therefore, promoting learner autonomy is essential for achieving sustainable and meaningful improvements in Arabic speaking skills among non-native speakers.

CONCLUSION

This study concludes that strengthening Arabic speaking skills among non-native speakers requires a comprehensive and integrative approach that combines pedagogical, technological, and psychological strategies. The findings demonstrate that speaking skill development is a complex process that cannot be effectively addressed through a single method or approach. Instead, it requires the integration of communicative language teaching, task-based learning, and technology-assisted instruction to create meaningful and engaging learning experiences. Additionally, the importance of authentic interaction and continuous practice is emphasized as key factors in improving fluency and accuracy. By adopting a holistic perspective, educators can better address the diverse needs of learners and facilitate more effective language acquisition. Therefore, this study highlights the necessity of designing instructional strategies that are both flexible and contextually relevant to support the development of Arabic speaking skills.

Furthermore, this study underscores the significant role of affective factors and learner autonomy in enhancing speaking proficiency. The findings reveal that learners' motivation, confidence, and emotional well-being have a direct impact on their willingness to communicate and participate in speaking activities. Creating a supportive and inclusive learning environment is therefore essential for reducing anxiety and fostering active engagement. In addition, promoting learner autonomy enables students to take responsibility for their learning and engage in continuous practice beyond the classroom. These factors contribute not only to immediate improvements in speaking performance but also to long-term language development. Consequently, effective speaking instruction must address both cognitive and affective dimensions of learning to achieve sustainable outcomes.

Finally, this study provides theoretical and practical contributions to the field of Arabic language education by offering a structured framework of strategies for improving speaking skills among non-native learners. The integration of communicative, task-based, and technology-supported approaches, combined with attention to affective and autonomous learning factors, represents a comprehensive model for effective instruction. This framework can serve as a reference for educators, curriculum developers, and researchers in designing and implementing more effective language programs. However, this study is limited by its reliance on secondary data, and future research is recommended to conduct empirical investigations to validate and expand upon these findings. Ultimately, strengthening Arabic speaking skills not only enhances linguistic competence but also promotes intercultural communication and global engagement, making it a vital area of focus in contemporary language education.

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