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Post-Course Evaluation of an Intensive Arabic Program: Students' Perceptions of Its Impact on Speaking Proficiency / Taqyeem Ma Ba'da ad-Dawrah li Barnamaj al-Lughah al-Arabiyyah al-Mukaththaf: Tasawwurat at-Thullab hawla Atsarihi fi Tahsin al-Kafa'ah al-Shafawiyyah

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Abstract: Language plays a vital role in communication and consists of four main skills: reading, writing, listening, and speaking. Proficiency in these skills ensures fluency, and several factors—particularly intensive courses—contribute to its development. This study aims to evaluate the impact of an intensive Arabic program on enhancing learners' speaking proficiency. Primary data were collected through questionnaires distributed to 196 first-year students who completed an eight-week intensive program in the Department of Arabic Language during the 2021/2022 academic year, with 138 valid responses. Secondary data were obtained from books, research papers, and online sources. Qualitative and quantitative methods were applied to analyze the data using MS Excel. The findings indicate that the intensive course significantly improved students' speaking proficiency, along with their motivation, confidence, vocabulary, and interaction patterns. The study recommends implementing similar initiatives, such as Toastmaster and Gavel Clubs, to further enhance learners' fluency inside and outside the university.

مستخلص البحث: تلعب اللغة دورًا أساسيًا في عملية التواصل، إذ تتكوّن من أربع مهارات رئيسة هي القراءة والكتابة والاستماع والتحدث. وتمثّل الكفاءة في هذه المهارات أساس الطلاقة اللغوية، وتسهم الدورات المكثفة في تطويرها بفاعلية. يهدف هذا البحث إلى تقييم أثر برنامج اللغة العربية المكثف في تنمية الكفاءة الشفوية لدى المتعلمين. تم جمع البيانات الأولية عبر استبيان وُزِعَ على ١٩٦ من طلاب السنة الأولى الذين أتمّوا برنامجًا مكثفًا لمدة ثمانية أسابيع في قسم اللغة العربية خلال العام الأكاديمي ٢٠٢١/٢٠٢٢، وتم استلام ١٣٨ استجابة. أما البيانات الثانوية فشملت الكتب والمقالات العلمية والمصادر الإلكترونية. استخدم المنهج النوعي والكمي لتحليل البيانات بواسطة برنامج MS Excel. أظهرت النتائج أن الدورة المكثفة أسهمت في تحسين مهارة التحدث لدى الطلاب، إلى جانب تعزيز الثقة بالنفس والدافعية وتوسيع المفردات وتطوير أنماط التواصل. ويوصي البحث بتطبيق مبادرات مماثلة مثل أندية Toastmaster و Gavel لتعزيز الطلاقة اللغوية داخل الجامعة وخارجها.



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Introduction

Language is the means of expressing ideas and thoughts through speech sounds combined into words and sentences.¹ There are 7102 languages in the world.^{2,3} However, only six languages are recognized by the United Nations⁴ with Arabic language being one of them.⁵ Arabic is the language of religion and unity for Muslims worldwide. It is recognized as an international language by the United Nations.⁶ This language comprises four skills such as listening, reading, writing and speaking.^{7,8} So, Proficiency in Arabic language opens doors to various career opportunities, particularly in fields like international business, journalism, diplomacy, and translation, giving learners a competitive edge in the global job market. Moreover, knowing Arabic language enhances travel experiences in Arab-speaking countries, enabling meaningful interactions with locals and a deeper understanding of their customs and way of life. Furthermore, researchers prefer intensive language courses to master in Arabic language in non-Arabic environment countries.

These courses help the students to participate in a higher number of classes within a shorter period.⁹ It is organized to excel students in their academic pursuits and future career and initiated in the 2021/2022 academic year by Asy-Syeikh MHA. Munas, Dean

¹ Daniel, Jemima. "Usage of Language." *International Journal of Innovative Research in Science, Engineering and Technology (an ISO 3297, 2007: 2319–8753)*. <https://www.rroij.com/open-access/usage-of-language.pdf>. <https://doi.org/10.15680/ijirset>.

² World, A. "இன்று உலக தாய் மொழி நாள் 2018." SBS Language. February 21, 2018. <https://www.sbs.com.au/language/tamil/ta/article/international-mother-language-day-21-february/wne0nefz3>.

³ Aaqil, A.M.M., Rimaza, R., & Inshafiqbal, M. "Grammatical Errors in Essay Writing: A Study Based on ESL Students of English Department at South Eastern University of Sri Lanka." *Indonesian Journal of Social Research (IJSR)*, vol. 4, no. 2, Aug. 2022, pp. 74–82. <https://doi.org/10.30997/ijsr.v4i2.205>.

⁴ Nations, United. "Official Languages." United Nations, <https://www.un.org/en/our-work/official-languages>. Accessed 2 June 2025.

⁵ Ziemiński, Michał, Marcin Junczys-Dowmunt, and Bruno Pouliquen. "The United Nations Parallel Corpus V1.0." ACLWeb. Portorož, Slovenia: European Language Resources Association (ELRA). May 1, 2016. <https://aclanthology.org/L16-1561/>. DOI:10.1007/s10579-005-2692-5

⁶ Yamin, Al. 2023. "Bahasa Arab Sebagai Identitas Budaya Islam Dan Pemersatu Keberagaman Suku." *Ta Limi | Journal of Arabic Education and Arabic Studies* 2, no. 1 (May): 73–86. <https://doi.org/10.53038/tlmi.v2i1.60>.

⁷ Malkan, Mardhiya Agustina, Wardhatul Jannah, and Rif'ah Kasyfuddin Jamhuri. "Arabic Language Skills Development through the Application of Language Disciplines in Modern Islamic Boarding Schools/ تطوير مهارات اللغة العربية وجعلها نظاما للتواصل في المعهد الإسلامي العصري." *Jurnal Al-Maqayis* 9, no. 2 (November 2022): 215. <https://doi.org/10.18592/jams.v9i2.6857>.

⁸ Aaqil, A.M.M., Faizer, M., & Rimaza, R. "Challenges Faced by The Undergraduates in Enhancing Their English Language." *Sprink Journal of Arts, Humanities and Social Sciences*, July 2022, pp. 311–20. <https://doi.org/10.55559/sjahss.v1i06.33>

⁹ Mukundan, Jayakaran, Elaheh Hamed Mahvelati, and Vahid Nimehchisalem. "The Effect of an Intensive English Program on Malaysian Secondary School Students' Language Proficiency." *English Language Teaching* 5, no. 11 (September 2012). <https://doi.org/10.5539/elt.v5n11p1>

of the Faculty of Islamic Studies and Arabic Language. This course covers three subject streams: Intensive Course on Information Technology, Intensive Course for English Language & Intensive Course for Arabic Language with leadership programs. The course arranged for 8 weeks covering 80 hours per subject. The main objective of this course is enhancing communication proficiency of students in information technology, English & Arabic languages in order to make them to fit with work world and to complete their degree program without interruption.

The intensive course for Arabic Language is one of the subjects introduced in this project. It covers 8 weeks continuously. The selection process involves all 1st year freshers' students participating in the Selection Test conducted by the Department of Arabic Language and divide into groups according to their marks and knowledge.

The main purposes of the program are 1- to enhance students' ability to expand their vocabulary through selected readings and participation in interactive and stimulating activities, 2- to improve and develop students' listening skills by exposing them to diverse readings, videos, and Arabic films, 3- to provide training in speaking across various situations, 4- to strengthen students' writing abilities through independent practice, 5- to explore Arabic language communication skills through written expression, fostering the ability to articulate ideas and feelings accurately and effectively. To achieve these objects, the subject covers 15 titles, including greeting and salutation, expressing opinion, family interactions, in the classroom, travel and directions, in the office, in the clinic, at the market, in professions, at the hotel, on the phone, sports and recreation, numbers, time, and dates, technology and communication, questions and answers.

Despite the noticeable benefits of the program, a key question remains regarding its overall effectiveness— especially in enhancing students' Arabic speaking proficiency in a non-Arabic environment. Sri Lanka Sri Lanka, as a non-Arabic-speaking country, presents unique challenges to Arabic language learners, such as limited diving opportunities, fewer native speakers for practice, and limited real-life exposure to the language outside the classroom. While intensive courses are considered a promising pedagogical model, factual evaluation is essential to find out their actual impact.

This brings us to the core issue considered in the current study. Although the Arabic intensive course is designed with comprehensive objectives and a powerful structure, there is a need to measure whether the program truly meets one of its most critical goals—enhancing students' speaking ability. The research thus focusses on

evaluating the effectiveness of the intensive Arabic language course in improving the speaking proficiency of first-year students at the South Eastern University of Sri Lanka.

To address this issue, the research undertakes the following two main objectives: first, to provide a general overview of intensive Arabic language courses and how they are structured and delivered, and second, to evaluate the impact of the intensive course on enhancing students' Arabic speaking proficiency. These objectives guide the investigation into whether the implementation of such a program leads to measurable improvements in learners' oral communication skills.

In summary, while intensive language programs offer a structured and interactive learning experience, their success finally depends on measurable outcomes. This study seeks to bridge the gap between theory and practice by analyzing whether the intensive Arabic course achieves its intended effect in enhancing speaking proficiency among learners in a non-native environment. The findings of this research will be valuable not only for curriculum developers and language educators but also for academic institutions seeking to implement similar programs.

Conducting intensive program in Arabic Language in Non-Arabic countries like Sri Lanka is valuable initiative. One of the objectives of this initial course is developing the speaking ability among students. So, this research seeks to answer the question: Does the implementation of intensive Arabic language programs in Sri Lanka effectively enhance students' speaking proficiency?.

Literature Review

Research on Arabic and other foreign language education consistently emphasizes that intensive instructional approaches play a crucial role in enhancing learners' speaking proficiency. Previous studies indicate that although learners often acquire sufficient grammatical knowledge and vocabulary, they frequently encounter difficulties in impulsive oral communication. Intensive and interactive teaching methods have therefore been proposed as effective solutions to bridge this gap¹⁰.

A significant body of literature highlights the effectiveness of dialogue-based and communicative mode in developing speaking skills. Firdaus and Ammar found that the Dialogue Method (*al-hiwar*) significantly improves students' fluency while reducing

¹⁰ Muhamad Bisri Ihwan et al., "Intensive Arabic Language Teaching to Acquire the Four Linguistic Skills," *Jurnal Al Bayan* 12, no. 2 (2020): 281–300, <https://doi.org/10.24042/albayan.v12i2.6329>.

language anxiety through structured, repetitive, and meaningful conversational practice¹¹. Similarly, Syamsiyah and Farhani argue that interactive strategies such as role-play, peer tutoring, and drill-based activities enhance *Mahārat al-Kalām* (speaking skills) by encouraging active participation and fostering communicative competence¹².

In addition, intensive language programs are widely agreed for their effectiveness in speeding up language acquisition. Ihwan et al. demonstrate that intensive Arabic learning programs, particularly in immersive environments such as Islamic boarding schools, facilitate the integrated development of language skills, including speaking, listening, reading, and writing. This aligns with the findings of Warnis et al.,¹³ who emphasize that well-structured intensive programs are essential for strengthening Arabic proficiency in Islamic higher education. Similarly, Abahussain and Hussein found that intensive language courses significantly improve students' linguistic performance and even contribute to the development of personal skills such as motivation and confidence¹⁴. However, they also highlight that the success of such programs depends on effective planning, implementation, and systematic evaluation.

Another important factor identified in the literature is the role of curriculum design and language exposure. Qassrawi et al. emphasize that intensive language exposure boost learner motivation, engagement, and linguistic accuracy, particularly when supported by a well-structured curriculum¹⁵. Similarly, Hedaia highlights the importance of integrating Arabic across the curriculum (AAC), noting that it contributes to both basic communication skills and higher-order academic language proficiency¹⁶. Furthermore, Abdurrahman et al. highlight the importance of effective language proficiency assessment systems, which measure learners' abilities across speaking, listening, reading, and writing, thereby supporting successful curriculum implementation

¹¹ Fadhilah Annisa Firdaus and Farikh Marzuki Ammar, "Enhancing Arabic Speaking Proficiency: The Impact of Dialogue Method," *Indonesian Journal of Islamic Studies* 12, no. 1 (2023), <https://doi.org/10.21070/ijis.v12i1.1695>.

¹² Dailatus Syamsiyah and Cecep Farhani, "Strategies for Intensive Arabic Learning Maharat Al-Kalam," *Al-Hikmah: Jurnal Agama dan Ilmu Pengetahuan* 20, no. 2 (2023): 126–35, [https://doi.org/10.25299/al-hikmah:jaip.2023.vol20\(2\).11304](https://doi.org/10.25299/al-hikmah:jaip.2023.vol20(2).11304).

¹³ Triana Warnis et al., "Arabic Language as the Icon of Islamic Higher Education," *TARBIYA: Journal of Education in Muslim Society* 6, no. 1 (2019): 103–16, <https://doi.org/10.15408/tjems.v6i1.10910>.

¹⁴ Majed Abahussain and Ahmed Sami Hussein A., "The Effect of an Intensive Language Course on Students' Linguistic Performance at Majmaah University, Saudi Arabia," *SSRN Electronic Journal* (2019), <https://doi.org/10.2139/ssrn.3418098>.

¹⁵ Rania Qassrawi et al., "Language Intensive Exposure in EFL Curriculum," *Cogent Education* 10, no. 1 (2023): 2166626, <https://doi.org/10.1080/2331186X.2023.2166626>.

¹⁶ Nagwa Hedaia, "Arabic Across the Curriculum in a Bilingual Gulf University," *Learning and Teaching in Higher Education: Gulf Perspectives* 1, no. 1 (2004): 61–76, <https://doi.org/10.18538/lthe.v1.n1.02>.

and evaluation.¹⁷ However, the study also points out challenges such as limited instructional time and varying faculty attitudes, which may hinder effective implementation.

The development of vocabulary and reading skills also plays a significant role in supporting speaking proficiency. Kosasih found that structured vocabulary instruction significantly enhances learners' ability to communicate effectively by enabling them to retrieve and use appropriate lexical items¹⁸. Likewise, Numan Khazaal demonstrates that intensive reading strategies contribute to vocabulary development, which in turn supports improved speaking performance¹⁹. These findings suggest that language skills are interdependent, and improvements in one area positively influence others.

Moreover, research in wider language contexts, particularly in English as a foreign language, reinforces the effectiveness of intensive learning environments. Nadia and Aditama report that intensive English classes significantly improve students' language skills, motivation, and confidence²⁰. Similarly, Mufanti et al. find that intensive speaking courses reduce anxiety and enhance learners' confidence in public speaking. These studies collectively highlight the importance of providing frequent and meaningful speaking opportunities within structured programs²¹.

In addition, studies on language structure and contrastive analysis shed light on the challenges faced by learners of Arabic. Muhammadu Sainulabdeen et al. explain that structural differences between Arabic, English, and Tamil—particularly in aspects such as gender, tense, and sentence structure—pose significant challenges for learners²². These linguistic differences can influence the ease or difficulty of acquiring Arabic as a second or foreign language, especially in multilingual contexts like Sri Lanka.

¹⁷ Maman Abdurrahman et al., "Arabic Language Proficiency Test Efficiency and Innovation on Imalah.Com," in *Advances in Social Science, Education and Humanities Research* (2021), <https://doi.org/10.2991/assehr.k.211119.065>.

¹⁸ Ade Kosasih, "Vocabulary Teaching in Arabic Speaking Proficiency Class," *Budapest International Research and Critics Institute Journal* 5, no. 3 (2022): 22836–22846, <https://doi.org/10.33258/birci.v5i3.6294>.

¹⁹ Edhah Numan Khazaal, "Impact of Intensive Reading Strategy on English for Specific Purposes College Students in Developing Vocabulary," *Arab World English Journal* 10, no. 2 (2019): 181–95, <https://doi.org/10.24093/awej/vol10no2.15>.

²⁰ Hafizhatu Nadia and M. J. Aditama, "The Effect of Intensive English Class on Students' Language Skill," *TEFLA Journal* 1, no. 1 (2018): 1–5, <https://doi.org/10.35747/tefla.v1i1.349>.

²¹ Restu Mufanti et al., "Public Speaking Intensive Course for Students of Non-English Department," *Exposure: Jurnal Pendidikan Bahasa Inggris* 7, no. 2 (2018): 161–78, <https://doi.org/10.26618/exposure.v7i2.1510>.

Overall, the literature demonstrates that intensive, communicative, and student-centered approaches are essential for improving Arabic speaking proficiency. Notably, Akmalia and Nurbayan highlight that intensive programs, particularly in Islamic educational contexts, create effective language environments (*bi'ah lughawiyah*) that significantly enhance speaking and reading skills²³. Similarly, Abahussain and Hussein found that intensive language courses significantly improve students' linguistic performance, while also enhancing their motivation and confidence²⁴.

While existing studies confirm the effectiveness of such approaches, most research has focused on instructional outcomes, with limited attention given to learners' perspectives. Therefore, a gap exists in the Sri Lankan context regarding the evaluation of how intensive Arabic programs influence students' speaking proficiency from the learners' viewpoint. Accordingly, this study aims to address this gap by examining students' perceptions of an intensive Arabic program and its impact on their speaking skills.

Methods

In this study, mixed methods both quantitative and qualitative were used to evaluate the impact of an intensive course in enhancing Arabic speaking proficiency. The research was based on both primary and secondary data collection methods.

Primary data were collected through structured questionnaires distributed to 196 first-year students enrolled in the 8-week intensive Arabic program conducted during the academic year 2021/2022 at the Department of Arabic Language, South Eastern University of Sri Lanka. Out of the total distributed, 138 valid responses were received and used for analysis. These responses provided insights into the students' perspectives, progress, and the effectiveness of the program in improving their speaking skills.

Secondary data were gathered from relevant books, academic journals, and online articles, which helped in understanding existing literature and theoretical frameworks related to Arabic language acquisition and intensive language instruction.

²² Muhammadu Sainulabdeen et al., "Contrastive Study on Differences in Sentence Aspects between Arabic, Tamil, and English Languages," *Al-Lisan* 7, no. 2 (2022): 161–81, <https://doi.org/10.30603/al.v7i2.2643>.

²³ Frida Akmalia and Yayan Nurbayan, "Intensive Course: The Alternative Program for Teaching Arabic Speaking and Reading Skills at an Islamic Boarding School," *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021): 113, <https://doi.org/10.29240/jba.v5i1.2306>.

²⁴ Majed Abahussain and Ahmed Sami Hussein A., "The Effect of an Intensive Language Course on Students' Linguistic Performance at Majmaah University, Saudi Arabia," *SSRN Electronic Journal* (2019).

To ensure the accuracy and reliability of the findings, MS Excel was utilized for organizing and analyzing the quantitative data. This tool facilitated the creation of charts, graphs, and descriptive statistics, while qualitative insights were integrated through thematic analysis to support the quantitative results.

Results and Discussion

Below charts and tables illustrate the findings of the questionnaire distributed among students, as below:

1. Students' Gender:

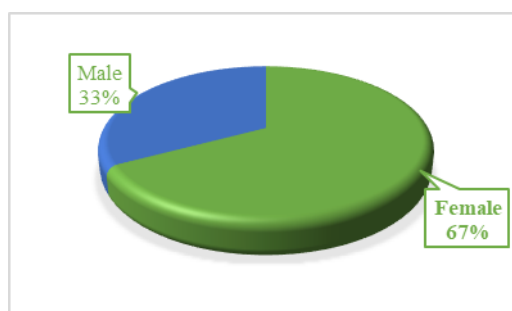


Figure 1. Students' Gender

The chart illustrates the gender of participants as 67% of female participated in this survey on the other hand 33% of male participated.

2. Previous experience with Arabic language learning:

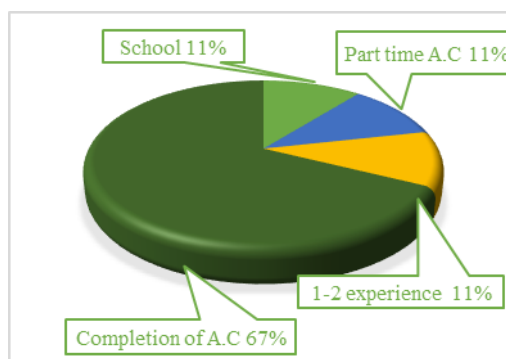


Figure 2. Previous experience with Arabic language learning

The researcher asked about the previous experience in Arabic language to measure the participants knowledge. The pie chart explains that 67% of the students completed Arabic college education. Duration of Arabic college is from 5 years to 8 years. In this period students learn Islamic Sharia & Arabic language well. On the other hand, 11% of students studied Arabic language in part time Arabic colleges. Another 11% of them studied Arabic language from government schools. Though

11% of students have 1-2 years' experience in learning Arabic language at Arabic college levels, but they didn't complete it. From this data can find out that most of the students came to the university from Arabic college experience. It is worthy to say here that, the data suggests that a considerable number of students entered the university with prior Arabic college experience, although approximately 33% did not have this background.

3. What is you O/L Result in Arabic?

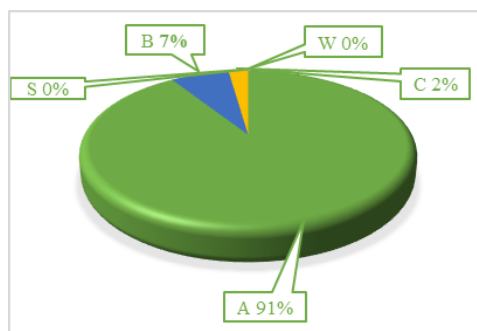


Figure 3. Students' O/L examination results in Arabic Language

Considering their O/L examination results in Arabic Language, a larger number of them (91%) achieved “A” results, while 7% of them got “B” results, and only 2% received “C” grades. Interestingly, there were no any students get “S” or “W” results.

4. What is you A/L Result in Arabic?

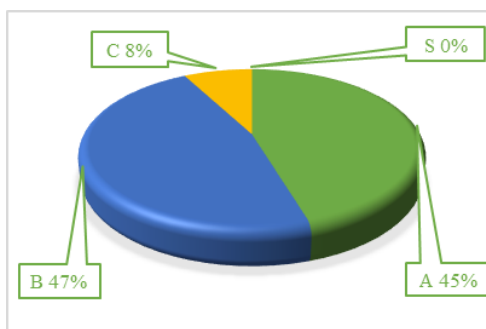


Figure 4. students' A/L examination results in Arabic Language

Based on the data regarding students' A/L examination results in Arabic Language, 45% of students got “A” results, 47% achieved “B” results, while 8% of them got “C” results. Remarkably, there were no any students get “S” results. By considering the performance of students in both O/L & A/L Examination, it is clear

that most of the students played high performance and students have capability in grammar, linguistics features and writing skills.

5. Would Like to Speak Arabic Fluently?

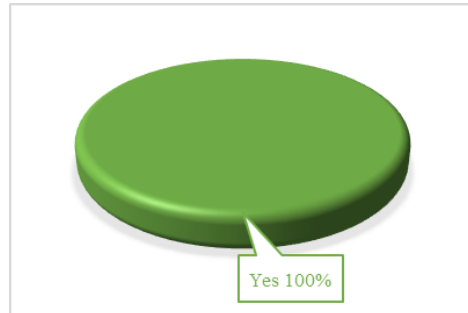


Figure 5. Data of Participants Likes to Speak Arabic Fluently

According to the data, 100% of participants said they would like to speak Arabic. This indicates that the participants have a great desire to learn and speak Arabic language.

6. How Much Time Do You Listen Arabic Videos Per a Day?

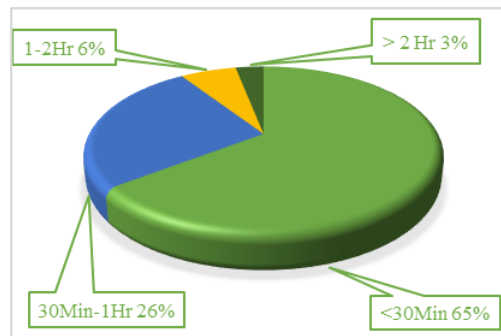


Figure 6. The Time Period of Listening to Arabic Audiovisual Per a Day

This chart clearly elaborates the time period of listening to Arabic Audiovisual. The majority of the participants, 64%, listen to Arabic Audiovisual for less than 30 minutes per a day, A smaller ratio, 26%, listen to Arabic Audiovisual for 30 minutes to 1 hour per a day. Only 6% of them reported listening for 1 to 2 hours per day, while an even smaller percentage, 3%, listen to Arabic for more than 2 hours per day. Based on this distribution, it appears that the majority of participants don't regularly practice listening in Arabic language.

7. How much time do you speak in Arabic per day?

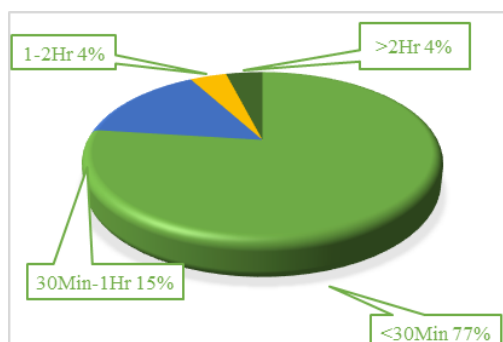


Figure 7. Result of speak time in Arabic per Day

According to the data, 77% of participants speak Arabic for less than half of their daily speaking time. This is a huge majority. 15% of respondents said that they speak Arabic for 30m to 1 hour a day on average. Just 4% of respondents said they speak Arabic for 1 to 2 hours a day, whereas 4% said they speak it for more than two hours. Based on this pie chart, it appears that most participants don't practice speaking Arabic language in their daily life.

8. Did You Learn Speaking Expressions and Patterns (التعابير الشائعة) from the Intensive Course?

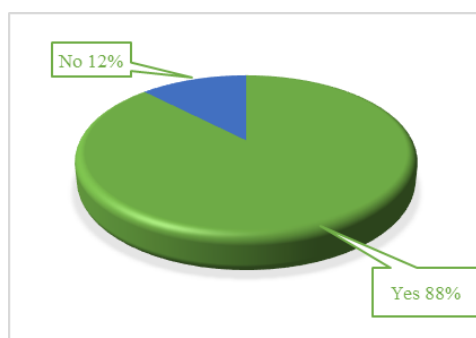


Figure 8. Result of Data Participant that Learn Speaking Expressions and Patterns (التعابير الشائعة) from the Intensive Course

The data reveals that 88% of participants said they learned speech patterns and expressions (التعابير الشائعة) from the intensive course, with 12% saying differently. This indicates that the intensive course was effective in teaching common speaking expressions and patterns to the majority of participants.

9. Did you notice an Improvement in Your Arabic Speaking Skills during the Course?

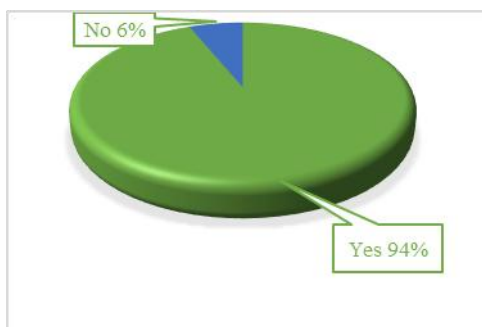


Figure 9. The improvement Arabic speaking skills after completion of this course

The above chart elaborates that the majority of participants (94%) noticed an improvement in their Arabic speaking skills after completion of this course, while 6% did not. This indicates that the intensive course had a positive impact on the speaking skills of the majority of students.

The students given close-ended 4-likert questions to tick most appropriate satisfaction level from “Very satisfied” to “dissatisfied”. The analyzed data are as below:

1. How would you rate your Arabic speaking proficiency before taking the Intensive course?

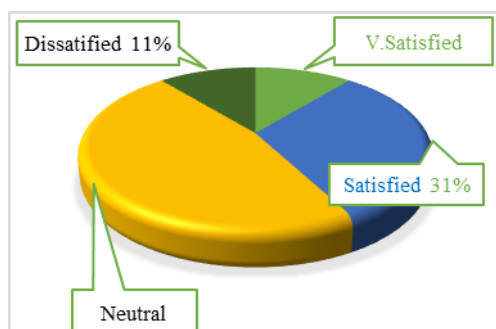


Figure 10. The participant's level of proficiency in speaking Arabic before taking the intensive course

The pie chart indicates the participants' proficiency levels in speaking Arabic language before participating in the intensive course. 31% of the students were in a satisfied level, 47% were in neutral, 11% of participants were very satisfied with their Arabic speaking proficiency, and 11% were dissatisfied. This proposes a varied level of confidence and satisfaction with Arabic speaking skills among participants prior to the course.

2. How would you rate your Arabic speaking proficiency after taking the Intensive course?

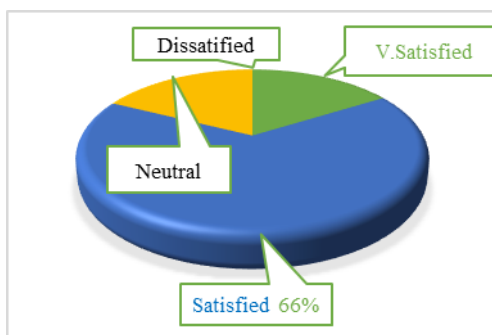


Figure 11. The participants' self-conscious proficiency levels in speaking Arabic after completing the Intensive course

The pie chart exhibits the participants' self-conscious proficiency levels in speaking Arabic after completing the Intensive course. The majority of participants, 66%, satisfied with their proficiency, with 16% point out they were very satisfied. Furthermore, 18% think neutral about their proficiency, and no participants expressed dissatisfaction. This indicates a significant improvement in participants' confidence level in their Arabic speaking skills after completing the intensive course.

3. How would you rate your Arabic speaking proficiency after taking the Intensive course?

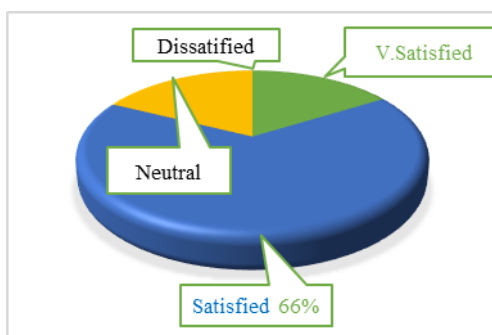


Figure 12. The participants' self-conscious proficiency levels in speaking Arabic after completing the Intensive course.

The pie chart exhibits the participants' self-conscious proficiency levels in speaking Arabic after completing the Intensive course. The majority of participants, 66%, satisfied with their proficiency, with 16% point out they were very satisfied. Furthermore, 18% think neutral about their proficiency, and no participants expressed dissatisfaction. This indicates a significant improvement in participants' confidence level in their Arabic speaking skills after completing the intensive course.

4. The speaking practice activities in the Intensive course are very effective

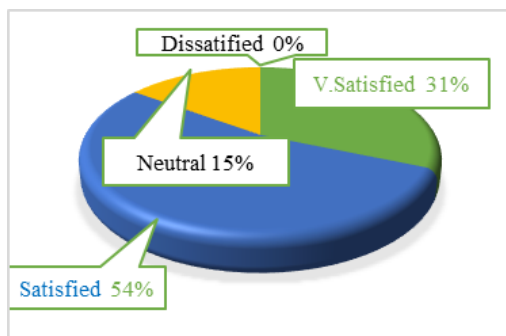


Figure 13. The engagement in speaking practice during the class room

The researchers asked the participants about the engagement in speaking practice during the class room. Because this aspect is very important for achieving the objective of this course, most of participants 54% satisfied with the effectiveness of these activities, with 31% pinpointed they were very satisfied and another 15% think neutral about the activities, and no participants expressed dissatisfaction. This result indicates that a large number of participants found the speaking practice activities to be effective in developing their Arabic speaking proficiency.

5. Besides speaking, do you feel that the Intensive course has helped you to improve other Arabic language skills (e.g., reading, writing, listening)?

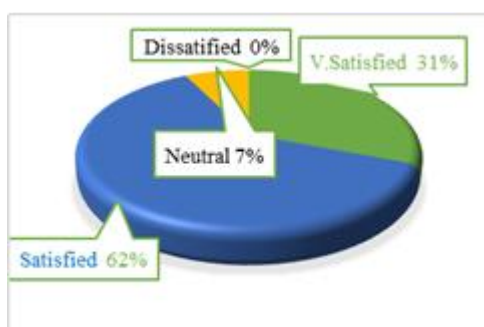


Figure 14. Participants' perceptions regarding improving other Arabic language skills besides speaking

In addition to speaking, the participants' perceptions of improvement in other Arabic language skills, such as reading, writing, and listening were also investigated by the researchers. The impact of the training on these skills was deemed satisfactory by the majority of participants (62%), with 31% said they were very satisfied. while 7% think neutral about it. Furthermore, and no participants expressed dissatisfaction. This indicates that the majority of participants thought the intensive course helped them to improve various aspect of their Arabic language proficiency.

6. How effective were the activities that focused on expanding vocabulary through readings and interactive activities in improving your vocabulary and speaking skills?"

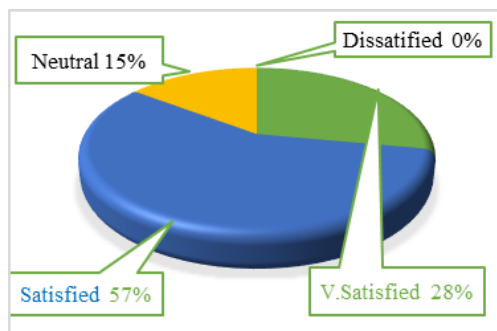


Figure 15. the results of the evaluation of the effectiveness of activities that focus on expanding vocabulary through reading and interactive exercises in improving vocabulary and speaking skills

The researchers evaluated the effectiveness of activities that focused to expanding vocabulary through readings and interactive exercises in improving vocabulary and speaking skills. The majority of participants (57%) satisfied with these activities, with 28% specified they were very satisfied. Additionally, 15% of participants choose neutral, and no participants expressed dissatisfaction. This suggests that the most participants feel these activities as effective in enhancing their vocabulary and speaking skills.

7. How well did activities like reading, watching videos, and films in Arabic help improve your listening and speaking skills?

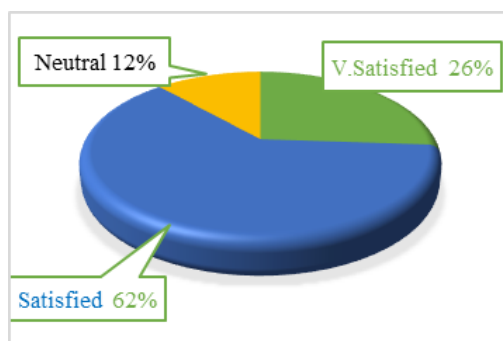


Figure 16. The results of the evaluation of activities such as reading, watching videos and films in Arabic to improve listening and speaking skills.

In the evaluation of activities like reading, watching videos, and films in Arabic to enhance listening and speaking skills. The majority of participants (62%) satisfied with these activities, with 26% satisfied these activities. Additionally, 12% of participants think neutral, and no participants expressed dissatisfaction. This

indicate that these activities, which involve engaging with Arabic language content, were perceived as highly beneficial in improving participants' listening and speaking abilities.

8. How helpful were the activities in different situations for improving your speaking skills?

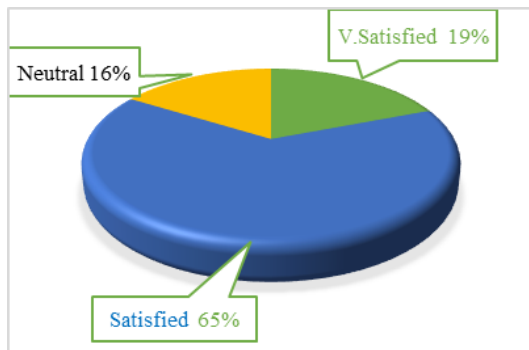


Figure 17. description of the benefits of activities in several situations to improve speaking skills

The chart elaborates the helpfulness of activities in several situations for improving speaking skills, the majority of participants (65%) satisfied with the statement, on the other hand 19% very satisfied with the activities. Additionally, 16% of participants remained neutral with this statement, and no participants expressed dissatisfaction. These results suggest that the activities designed for different situations were generally effective in enhancing participants' speaking skills."

9. Does the Intensive Course Include Opportunities for Peer Feedback on Speaking Skills?

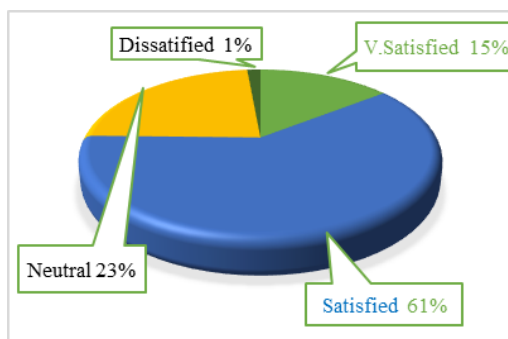


Figure 18. feedback from peers regarding participants' speaking abilities

The chart indicates that peer feedback regarding speaking, because Proper feedback is crucial, as it helps students correct errors and improve their speaking abilities. So, considering the results of participants. a majority of them (61%)

satisfied with the inclusion of opportunities for peer feedback, with 15% elaborate that they are very satisfied. But, 23% of them remained in neutral on this, however, 1% expressed dissatisfaction. According to these results, even though most people thought that peer feedback opportunities were adequate, there is still opportunity for improvement in order to address the indifferent and dissatisfied responses.

10. The intensive course created motivation for me to learn, listen, and speak Arabic.

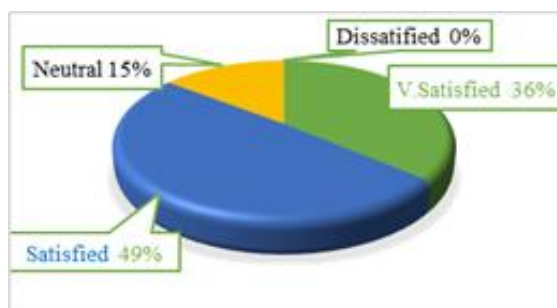


Figure 19. The impact of intensive courses on the development of motivation among students

This pie chart illustrates the impact of intensive course on the development of motivation among students. Motivation is very important for second language learners. on this way the researchers test the participants motivation level after the completion of this course. The data bring out that the intensive course enormously motivated participants to engage in learning, listening, and speaking Arabic. A majority of participants (49%) satisfied, with 36% were very satisfied. On the other hand, 15% remained neutral, while no participants reported dissatisfaction. These results highlight how the intense course has a beneficial effect on students' motivation to actively interact with Arabic.

11. The intensive course helped me create a speaking environment.

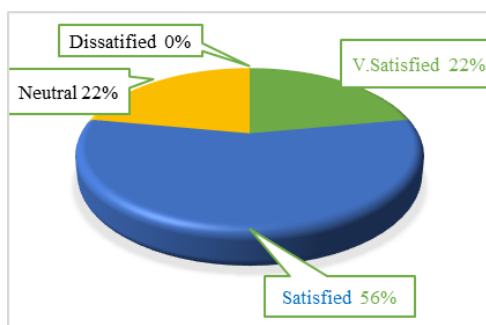


Figure 20. Interpret the impact of intensive courses in creating a conducive speaking environment for students

The pie chart interprets the impact of the intensive course on creating a speaking environment for students. Forming a suitable speaking environment is

crucial for language learners to practice and improve their speaking skills. The data bring out that the intensive course was successful in this aspect, with a majority of participants (56%) indicating satisfaction and 22% revealing that they were very satisfied. Additionally, 22% remained neutral, while no participants reported dissatisfaction. These results recommend that the intensive course effectively facilitated the creation of a favorable speaking environment for students to enhance their Arabic speaking skills.

12. The intensive course helped me improve my self-confidence

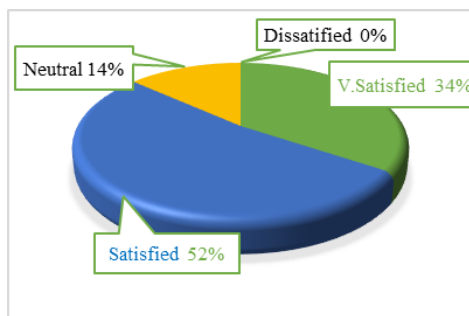


Figure 21. The impact of intensive courses on students' self-confidence

The pie chart explains the impact of the intensive course on students' self-confidence. Self-confidence is crucial for effective language learning, particularly in speaking. The data show that the intensive course significantly enhanced participants' self-confidence, with a majority (52%) expressing satisfaction and 34% specifying they were very satisfied. Furthermore, 14% remained neutral, while no participants reported dissatisfaction. These findings indicate that the intensive course played a vital role in improving students' self-confidence in speaking Arabic.

13. Watching news and video clips in Arabic helped me to improve my Arabic speaking skills

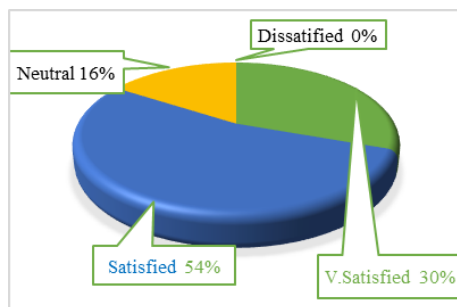


Figure 22. The effectiveness of watching news and video clips in Arabic in improving Arabic speaking skills

The chart explains the effectiveness of watching news and video clips in Arabic on improving Arabic speaking skills. These activities are worthwhile for language learners as they provide exposure to natural language use. The data indicates that the most of participants (54%) were satisfied with the effectiveness of watching news and video clips, with 30% of them were very satisfied. Additionally, 16% remained neutral, while no participants expressed dissatisfaction. These results indicate that integrating news and video clips in Arabic into the intensive course has a positive impact on students' speaking skills.

14. I participated in classroom discussions when the teacher uses video clips as teaching material

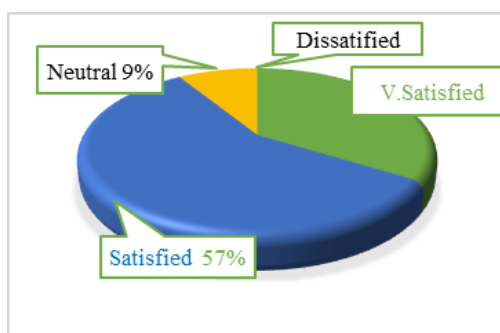


Figure 23. Level of participation in class discussions when teachers use video clips as teaching materials

The pie chart explains the level of participation in classroom discussions when teachers use video clips as teaching material. Active participation in such discussions is crucial for enhancing speaking skills. The majority of participants (57%) expressed satisfaction with their level of participation, with 34% saying they were very satisfied. Additionally, 9% suggest remained neutral, although no participants informed dissatisfaction.

These results indicate that using video clips as teaching material encourages student engagement and participation in classroom discussions, which can contribute to the improvement of their Arabic speaking skills.

15. Arabic video clips helped me to boost vocabulary acquisition

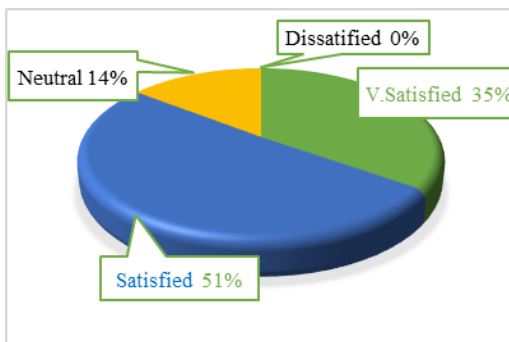
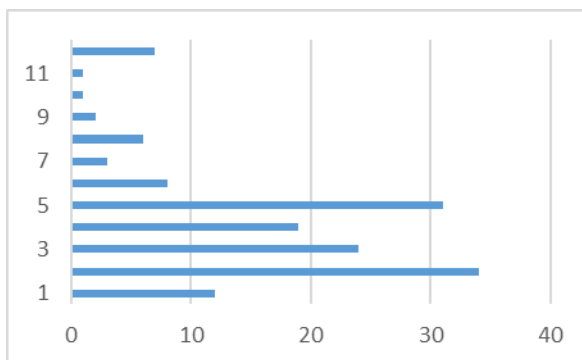


Figure 24. The impact of Arabic video clips on vocabulary acquisition

The chart explains the impact of Arabic video clips on vocabulary acquisition. The vocabulary acquisition is a key aspect of language learning, and exposure to authentic language materials like video clips can be beneficial. The majority of participants (51%) were satisfied with the effectiveness of Arabic video clips in boosting their vocabulary, with 35% said they were very satisfied. However, 15% remained neutral, and no participants expressed dissatisfaction. These results suggest that Arabic video clips are a valuable resource for enhancing vocabulary acquisition among Arabic learners.

16. Is there anything else you would like to share about your experience with the Intensive Course for Arabic Language and its Impact on your Arabic speaking proficiency?



Graph 1. The experience of taking an Intensive Arabic Course and its impact on Arabic speaking ability

Description:

- 1. No response
- 2. UsefulGood
- 3. Improving Self-confidence
- 4. Developing knowledge
- 5. Effective

- | | |
|--|--|
| 6. Opportunity to learn the University culture | 9. Need to develop more |
| 7. Well organized | 10. Need to go in slow for school students |
| 8. Need to get feedback from students | 11. Important course to the beginners |

The researchers gave the opportunity to the participants to talk about their experiences with intensive courses and its impact on the speaking proficiency. Except 14 students all participants responded to this question as can see in the bar chart. and all students' answers collected by researchers and organized under these 11 headings as the chart illustrate. By considering this chart, it is clear that, this course helps the students in various aspects. And from the feedback some suggestions also provided by students like need to get regular feedback, conducting the course according to the very low level students.

Conclusion

In conclusion, this study focusses on the impact of intensive course on enhancing Arabic speaking proficiency of first-year students at the South Eastern University of Sri Lanka. Based on the analysis of data collected through questionnaires, it is evident that the intensive course had a meaningful and positive effect on the participants' Arabic speaking skills. The majority of respondents reported notable improvement not only in their speaking ability but also in related language competencies such as vocabulary acquisition, listening, reading, and writing. Furthermore, the course contributed to building learners' self-confidence, motivation, and willingness to engage in Arabic conversations in various contexts.

One of the key outcomes of the program was the creation of a supportive and interactive speaking environment, which proved to be valuable in developing fluency and natural expression among the learners. Participants also expressed overall satisfaction with the course structure, content, and teaching methods. However, several useful suggestions were made, including the importance of collecting regular feedback from students to adapt the course more effectively, and the need to pay special attention to students with very basic or limited prior knowledge of Arabic.

Finally, the researchers recommend that the faculty consider expanding such initiatives. Introducing programs like Arabic-language Toastmasters or Gavel Clubs

could offer additional speaking platforms, not only for university students but also for members of the larger community who are interested in improving their Arabic speaking fluency in a structured, supportive environment.

Based on the findings of this study, the following measures are recommended to sustain and enhance the communicative proficiency of Arabic learners:

1. *Curriculum Standardization*: The university should integrate this intensive model as a mandatory prerequisite for all first-year Arabic stream students to equalize proficiency levels.
2. *Immersive Environments*: Establish 'Arabic-Only Zones' or Arabic Gavel/Toastmasters Clubs on campus to provide a continuous platform for oral practice outside of formal hours.
3. *Technological Integration*: Faculty should invest in high-quality digital labs to facilitate the use of AI-driven tools and authentic media (news/films) as core teaching materials.
4. *Continuous Assessment*: Implement a 'Mid-Course Feedback' system to allow instructors to adjust the pace of learning for students with weaker backgrounds.

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