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التعلم التفاعلي ودوره في تنمية مهارة المحادثة بالعربية للناطقين بغيرها دراسة استقصائية

*Interactive Learning and Its Role in Developing Conversation Skill in Arabic for Non-Native Speakers: An Investigative Study**

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الملخص:

هدفت هذه الدراسة إلى استكشاف دور التعلم التفاعلي في تنمية مهارة المحادثة لدى الناطقين بغير العربية، واعتمدت المنهج الوصفي التحليلي. توصلت الدراسة إلى أن التعلم التفاعلي فعّال في تعزيز مهارات المحادثة، حيث أظهر تحسناً في قدرات المتعلمين على بدء الحوار والاستجابة المناسبة واستخدام تراكيب لغوية متنوعة، مع زيادة ثقتهم بأنفسهم وتقليل القلق اللغوي. كما كشفت أن الأدوات التكنولوجية التفاعلية كالمنصات الرقمية والتطبيقات الصوتية أسهمت في رفع الدافعية وجودة الأداء الكلامي. أوصت الدراسة بتعديل البرامج التعليمية لتتوافق مع متطلبات العصر، وإعادة هيكلة المناهج لتشمل أنشطة تفاعلية، وتدريب المعلمين، وتطوير وسائل التقييم، والاستفادة القصوى من التكنولوجيا مع توفير البنية الرقمية المناسبة، بما يسهم في إعداد متعلمين قادرين على التواصل بالعربية بثقة وكفاءة في سياقات متعددة.

الكلمات المفتاحية: التعلم التفاعلي، مهارة المحادثة، الناطقون بغير العربية، اللغة العربية، استراتيجيات التدريس، المهارات التواصلية، البرامج التعليمية، الأدوات التكنولوجية التفاعلية، تعليم اللغات، تنمية المهارات اللغوية

Abstract:

This study aimed to explore the role of interactive learning as a strategy that contributes to the development of conversation skill among non-native speakers. To achieve this objective, a descriptive and analytical approach was adopted to process the research data. One of the results was that the interactive learning strategy is effective in enhancing conversation skills among non-native speakers. The study also recommended adjustments to educational programs to make them more aligned with the demands of the modern era and the communication skills it requires, while emphasizing the advantages of utilizing interactive technological tools.

Keywords: interactive learning, conversation skill, non-native Arabic speakers, Arabic language, teaching strategies, communication skills, educational programs, interactive technological tools, language teaching, language skills development.

Chapter 1: Introduction

Introduction:

The Arabic language has a significant importance in the contemporary era, as it encompasses existential logic while continually interesting in human, civilizational, cultural, and aesthetic dimensions. Due to its importance and widespread use, it was granted a World Arabic Language Day on December 18, 1973, and was subsequently recognized as one of the official languages of the United Nations General Assembly. As a result, there has been an increased interest among non-native speakers who are eager to learn it and appreciate its beautiful words and meanings. In the quest to acquire Arabic, a variety of educational strategies have been adopted, one of which is the "interactive learning" strategy.

In continuation of the efforts made by researchers in the field of promoting and teaching the Arabic language, and in developing strategies that contribute to teaching its fundamentals and branches to non-native speakers, this research titled "Interactive Learning and Its Role in Developing Conversation Skills in Arabic for Non-Native Speakers" has been selected. The study will focus on the effectiveness of interactive learning, the differences between educational environments, the scientific and practical challenges encountered and anticipated, as well as the cultural and linguistic reflections that on this process.

Study Problem:

This study is based on a real problem, centered around a crucial question related to the essence of the research: Is this type of learning an effective method that can be worked on and developed to improve conversation skills? Specifically, to what extent can the strategy of interactive learning contribute to developing conversation skills in Arabic for non-native speakers?

Based on the problem of the study, several questions arise:

Can this strategy enhance the confidence of non-native Arabic speakers by encouraging them to use the acquired language in daily life situations without fear or hesitation?

What are the main challenges faced by both the teacher and the non-native speaker when applying the interactive learning strategy? And What are the ways to develop this strategy?

Methodology of the Study:

The study requires that the research be structured into an introduction, followed by the first section that presents the theoretical aspect of interactive learning as a strategy that contributes to learning human languages in general, and Arabic in particular, given its centrality in this research. This section also discusses the concept of conversation/speaking skills. The second section addresses the analytical aspect, analyzing data and information gathered from real-life situations. It is titled "An Analysis of the Effectiveness of Interactive Learning Strategy and Its Role in Developing Conversation Skills for Non-Native Speakers." The first part discusses the interaction between the teacher and the learner in the context of teaching Arabic to non-native speakers. The second part examines the impact of interactive learning on developing conversation skills in Arabic, comparing the current reality with the expected outcomes, based on an investigative study. The study concludes with a summary of results, followed by a list of sources and references used.

To achieve the study's objectives, several research tools will be employed, including:

- A questionnaire directed at non-native Arabic learners from different age groups.
- Another questionnaire aimed at individuals who have previously interacted with Arabic learners to assess their ability to convey information and facilitate understanding.

- Interviews or conversations with some teachers to inquire about the effectiveness of interactive learning in their teaching practices.

Objectives of the Study:

The aim of this study is to evaluate the effectiveness of the interactive learning strategy in developing conversation skills, enhancing the ability to speak and communicate in clear and comprehensible Arabic language. The study also seeks to examine the challenges that may hinder the effectiveness of this strategy and explore ways to overcome them by considering avenues for improvement. Additionally, the study aimed to identify the factors that contribute to enhancing the effectiveness of interactive learning in teaching the Arabic language.

Previous Studies:

There have been several previous studies that have addressed the topic of developing conversation skills among non-native speakers or have focused on the concept of interactive learning. However, these studies employed different methodologies, techniques, and strategies that differ from the strategy proposed in this study. Among these studies are:

- A study titled "Developing Conversation Skills among Arabic Learners Who are Non-Native Speakers through the Applications of the Communicative Approach," by: Mahmoud Hariri, published in "Qadaya Al-Adab" Journal, Volume 6, Issue 2, in 2021. The researcher discussed one of the most recent theories in the field of teaching languages, namely the communicative theory, as it is capable of motivating student and encouraging him to speak. He distinguishes between knowledge of the grammar of the target language and the knowledge that enables non-native Arabic speakers to engage in functional and interactive communication.

- A study titled "Active Interactive Learning and Some of Its Strategies," by the Jaghobi and Abdel Halim, published in "Suluk" Journal, Volume 9, Issue 2, in 2022. The both researchers studied the emergence of active interactive learning, as well as the elements and strategies which it is based upon.

- An article titled "The Effectiveness of the Suggestive Method in Developing Speaking Skills among Non-Native Arabic Speakers at Al-Azhar," by: Al-Sharif, Abdel Hamid, and Abdel Same'a, published in "Researches in Language Teaching Journal", Issue 5, April 2024. This article explores suitable teaching methods to address the problem of weak speaking skills among non-native Arabic-speaking students. The researchers found that the suggestive method is the most effective approach for developing speaking skills, especially for second-level beginner students.

- All of these studies, and others, have discussed the issue of teaching Arabic to non-native speakers from various perspectives, relying on different methodologies. Each of these studies claims that the strategy it proposed is the most effective and efficient in developing conversation skills for non-native Arabic speakers. Similarly, this study aims to continue this line of research by adopting an exploratory approach targeting teachers who have taught Arabic to non-native speakers, as well as a small sample of foreign students who have learned Arabic, in order to benefit from their experience in acquiring conversation skills using the interactive learning strategy.

Chapter 2: Theoretical Section: Conceptual Framework of the Study

1. Teaching Arabic to Non-Native Speakers:

Teaching Arabic to non-native speakers refers to imparting the fundamentals of the Arabic language by teaching students the four language

skills: listening, reading, writing, and speaking, with the aim of enabling them to understand and use the language effectively

This field, Teaching Arabic to Non-Native Speakers, is considered a dynamic field due to the increasing and continuous demand for learning Arabic among foreigners. (Malmous, (2022: 4), "This field is vital because it witnesses continuous growth and development, linked to the rising demand for learning the Arabic language among non-native speakers," which benefits the spread of Arabic culture.

Language teaching (of any language) involves imparting four skills—listening, reading, writing, and speaking thus several strategies have been developed to teach these skills, one of which is interactive learning.

2. Conversation Skill and Its Importance:

Conversation is the practical aspect of language use that does not require "complex mental processes or thinking. Therefore, students should be trained to relax during conversation and avoid high-pitched voices and shouting. Therfore, it should train their articulation to speak correctly, clearly, and powerfully" (Al-Arabi, 1981). A skill is something that can be learned, acquired, or developed by the learner through imitation and continuous practice. However, it is important to note that mastery of any skill depends on the quality of training. What a learner acquires varies depending on the nature of the material, its features, and the aim of learning it. In this sense, conversation skill is considered an art form and a fundamental sign of linguistic competence that highlights the speaker's ability in any language. It is also an effective tool used by individuals in dialogue and discussion. Its importance has increased with the rise of oral communication between people. As an essential skill, it should be emphasized because Arabic is a language of communication, and a good speaker is one who understands the preferences and needs of their listeners. They present their speech in a way that suits these preferences and needs, using the language

accurately and with mastery of various grammatical forms" (Abu Mahfouz, 2017: 18).

The importance of conversation skill lies in the fact that it enhances linguistic fluency, enabling individuals to communicate effectively. Success in learning conversation in Arabic motivates learners to master in it. Additionally, it is illogical to continue learning reading and writing in Arabic without speaking it. This is because the process of language learning itself and benefiting from the teacher depends primarily on speech. The teacher uses speech during the teaching process and while correcting students' mistakes, engaging in oral discussions with them (Al-Naka, 1985: 43).

3. Interactive Learning Strategy:

A strategy refers to a set of procedures and activities that enable effective communication and active conversation practiced by the learner during the teaching-learning process, with the aim of achieving pre-defined educational objectives. It consists of a system of organized ideas designed in a structured manner, serving as principles written to address a specific field of human knowledge in a comprehensive and integrated manner. The strategy also outlines appropriate methods to carry out a thorough, observational, and evaluative process to determine its effectiveness, efficiency, and ability to achieve the limited objectives.

Interactive learning, on the other hand, is an educational method or approach based on engaging the learner actively in the learning process and enhancing perception and interactive participation. It allows learners to engage "in various activities effectively, participating with their peers and teachers in constructing knowledge. The learning environment fosters a sense of a learning community where participants collaborate to discuss and exchange ideas" (Conrad & Donaldson, 2013: 21). Therefore, interactive teaching (Interactive Teaching Strategy) is an effective strategy that encourages practice in the language being learned because it "enables

the learner to engage with the vast amounts of knowledge that characterize this era. According to (Biggs), the deep learning approach is considered effective learning because the aim of those who use deep learning strategies is to study for the sake of studying, not for exams or to avoid failure. It is a goal in itself, not a means" (Abd al-Amir, 2016: 347).

Thus, it can be said that the interactive learning strategy is a constructive educational tool (Azwer et al., 2024: 32). It is a teaching plan that aims to make the learner a partner in the learning process—transforming them from a passive listener to an active participant, speaker, and conversationalist, enriching the discussion and expressing opinions in the language he is trying to learn.

Chapter 3: Analytical Section:

Examining the Efficiency of Interactive Learning Strategies and Their Role in Developing Speaking Skills Among Non-Native Arabic Learners

1. Mutual supply and demand between teacher and learner in the experience of teaching Arabic to non-native speakers:

The concept of "supply and demand" between teacher and learner in the context of teaching Arabic to non-native speakers refers to the interactive relationship based on the exchange of knowledge, cultures, and ideas, as well as the review and practice of language within a structured educational setting. This relationship aims to achieve the ultimate goal of Arabic language education. The pedagogical relationship between teacher and learner is intricate, complex, and interwoven, as it is found on the duality of receiving (demand) and giving (supply).

This dual dynamic encompasses pedagogical, organizational, and relational dimensions with the objective of creating an organized environment of direct interactions among the three key components—the teacher, the learner, and the curriculum. The purpose is to strategically plan

the educational process, ensuring its effectiveness by meeting all necessary conditions and providing an environment conducive to developing cognitive skills and achieving the educational system's objectives. As highlighted by Bekash and Farfar (2022: 523), this desired positive interaction between teacher and learner is essential for activating the Arabic language learning process for non-native speakers.

By fostering a balanced exchange of knowledge and linguistic input, interactive learning strategies facilitate a dynamic educational environment where learners can actively engage with the language. The interactive approach helps bridge cultural gaps, encourages critical thinking, and enhances students' ability to express themselves confidently in Arabic.

It can be emphasized that the interrelation and attraction between the concepts of "supply and demand" within the process of employing interactive learning strategies in Arabic speaking skills highlight the teacher's wisdom and alertness in identifying the learner's strengths and uncovering their weaknesses during conversations. From the perspective of "supply," as the teacher, leader of the strategy, and regulator of the educational effectiveness of Arabic language instruction, they must possess clear articulation and a deep understanding of what suits each learner individually within the same classroom. This requires taking into account the varying proficiency levels of students and their ability to comprehend appropriate Arabic vocabulary and sentences tailored to the individuals in that class.

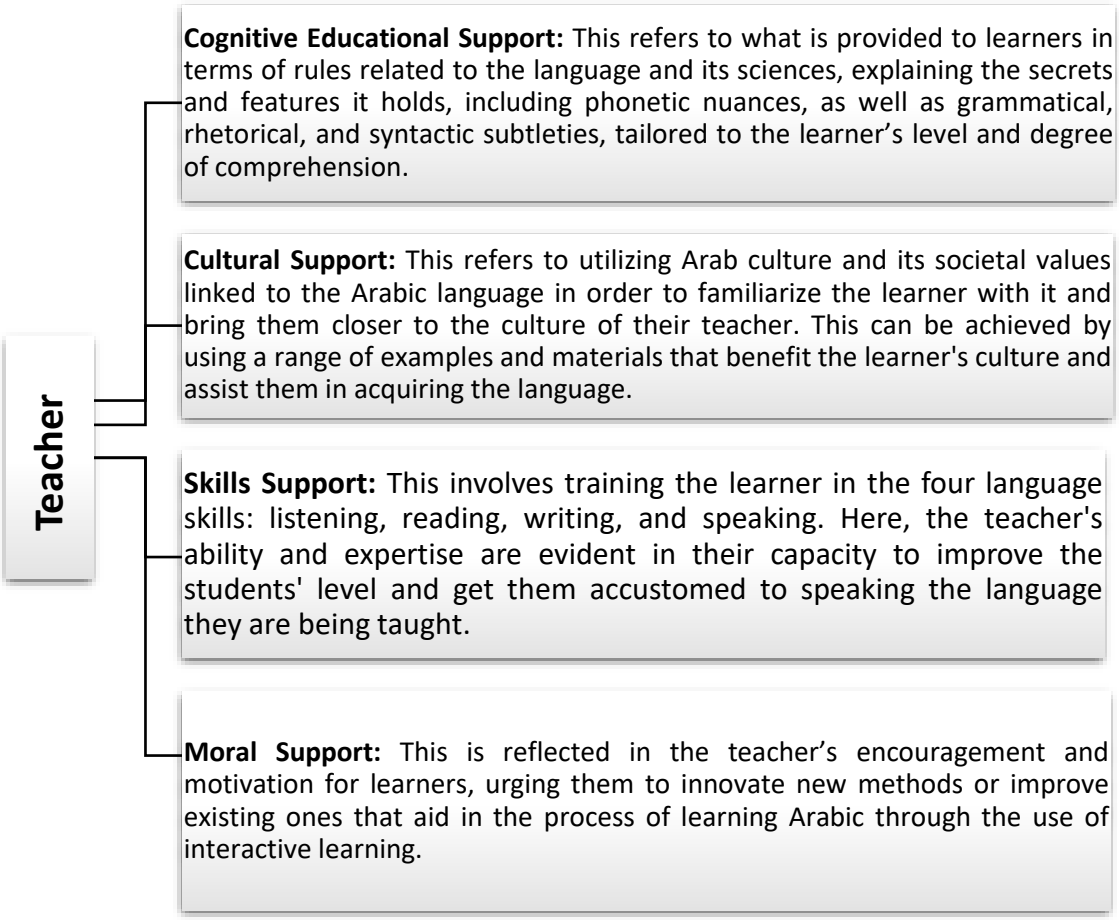
As Ibn Ashour (1978: 27) states, "The extent to which listeners benefit from speech also varies according to their intellectual capacities and their familiarity with the linguistic styles of that speech and the speaking style of the speaker." This explains the presence of advanced, intermediate, and struggling learners within the same classroom.

The teacher's role in an interactive learning environment extends beyond mere instruction to encompass a nuanced understanding of student

capabilities and the creation of an inclusive, adaptive teaching approach. By considering individual differences and linguistic backgrounds, teachers can facilitate a more engaging and effective learning experience, ensuring that all students—regardless of their proficiency levels—can actively participate and improve their speaking skills in Arabic.

Through understanding and interpreting the educational relationship between the teacher and non-native Arabic learners while using the interactive learning strategy to develop their speaking skills in Arabic, the underlying issues that prevent all students in the same class from being on the same level can be identified. With this understanding, the interactive strategy can be developed in light of that educational relationship to address the gaps and overcome obstacles. The success of this process means providing a safe, supportive, and enriching interactive learning environment that promotes and strengthens the acquisition of speaking skills in Arabic as a communicative language skill. This requires the presence of mutual support and motivation: the teacher (the first party) must have a strong motivation for teaching, while the learner (the second party) must have a strong motivation and a full willingness to learn Arabic, ensuring their interaction is positive and driven by their own desire.

Thus, the experience of teaching Arabic to non-native speakers is fundamentally based on two basic pillars, necessarily governed by this interactive model of "supply and demand." This is particularly true as Arabic is a language that encompasses a wide range of cognitive and semantic fields, for which the teacher bears the responsibility of transmitting them accurately so that no part of the content is lost, ensuring that the language does not reach empty of its cognitive, cultural, and value-based content. Below are the aspects of "supply" from the teacher's side:



Manifestations of Support from the Teacher (Researcher's Design):

- **Cognitive Educational Support:** This refers to what is provided to learners in terms of rules related to the language and its sciences, explaining the secrets and features it holds, including phonetic nuances, as well as grammatical, rhetorical, and syntactic subtleties, tailored to the learner's level and degree of comprehension.
- **Cultural Support:** This refers to utilizing Arab culture and its societal values linked to the Arabic language in order to familiarize the learner with it and bring them closer to the culture of their teacher. This can be achieved by using a range of examples and materials that benefit the learner's culture and assist them in acquiring the language.
- **Skills Support:** This involves training the learner in the four language skills: listening, reading, writing, and speaking. Here, the teacher's ability and expertise are evident in their capacity to improve the students' level

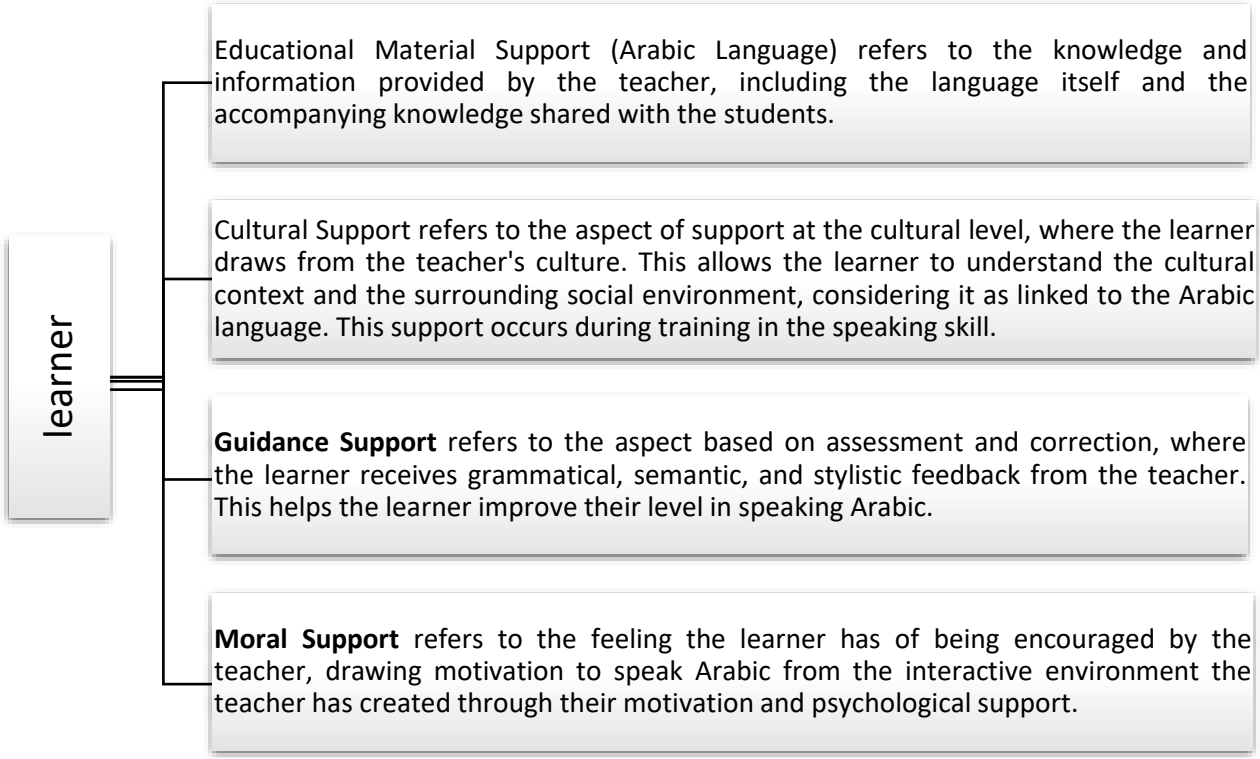
and get them accustomed to speaking the language they are being taught.

- **Moral Support:** This is reflected in the teacher's encouragement and motivation for learners, urging them to innovate new methods or improve existing ones that aid in the process of learning Arabic through the use of interactive learning.

As shown in the diagram, the teacher's role is divided into four parts: The first part relates to the linguistic knowledge that the teacher provides to the learner; the second part is connected to the first, which involves cultural knowledge related to the Arabic language, because "the influence and mutual impact between cultures is inevitable and cannot be excluded. Knowledge is not isolated... but rather a set of accumulations that absorb over time various influences from other cultures" (Boukail, 2011: 81). It is certain that the learner will inevitably be influenced by the culture and values embedded in Arabic, depending on what the teacher has imparted.

The third part, which is a continuation of the first two, depends on the teacher's mastery of the necessary skills to be able to pass them on to the learner. The last part stems from the teacher's personality, as it involves the teacher's ability to generate motivational energy from within themselves, which helps prepare the learner psychologically to speak Arabic without fear or embarrassment about making mistakes, and to embrace mistakes if they occur during conversation. The teacher must help the learner understands that their mistake is an opportunity to learn and correct the specific rule related to it.

On the other side, there are counterparts for the teacher's supply within the learner's demand space, as illustrated in the following diagram:



Manifestations of Support from the learner **(Researcher's Design)**:

- **Educational Material Support** (Arabic Language) refers to the knowledge and information provided by the teacher, including the language itself and the accompanying knowledge shared with the students.
- **Cultural Support** refers to the aspect of support at the cultural level, where the learner draws from the teacher's culture. This allows the learner to understand the cultural context and the surrounding social environment, considering it as linked to the Arabic language. This support occurs during training in the speaking skill.
- **Guidance Support** refers to the aspect based on assessment and correction, where the learner receives grammatical, semantic, and stylistic feedback from the teacher. This helps the learner improve their level in speaking Arabic.
- **Moral Support** refers to the feeling the learner has of being encouraged by the teacher, drawing motivation to speak Arabic from the interactive

environment the teacher has created through their motivation and psychological support.

It is observed that the foreign learner in the process of learning Arabic receives what is provided to him, drawing from the teacher's knowledge, culture, and guidance, while also benefiting from his moral support. This enables the discussion of the dynamics of supply and demand in the interactive learning strategy, where this duality only clearly manifests within this context, and it is more prominent in the speaking skill because it is an ongoing interactive activity with multiple dimensions.

This dynamism forms the essence of the Arabic language learning process for non-native speakers, contributing to making the implementation of the interactive learning strategy in speaking skills more efficient, sustainable, and capable of achieving linguistic fluency in learners.

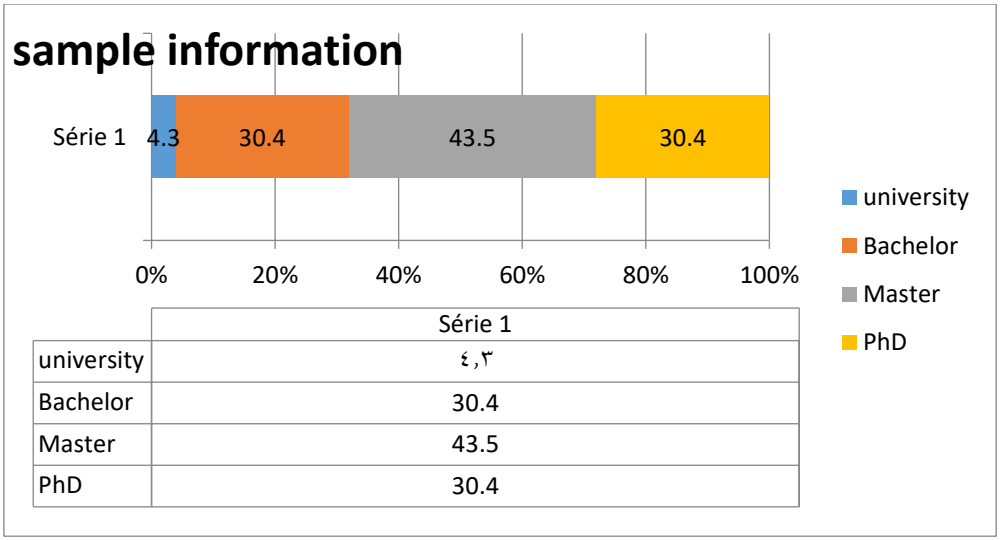
Based on this perspective, a set of aspects can be identified that the learner may need from the teacher in developing their speaking skills, the foremost of which is academic guidance tailored to the learner's level in Arabic. This includes providing a smooth conversation using simple, understandable expressions within the learner's grasp, with gradual organization following an appropriate educational plan. Additionally, it is important not to overlook that speaking skills require patience, understanding, continuous encouragement from the teacher, as well as the ability to utilize methodological tools and effective interactive teaching aids. Attention must also be given to the effectiveness of using interactive learning activities and contextual education to enhance the learners' speaking proficiency in Arabic.

2. The Impact of Interactive Learning on Developing Arabic Speaking Skills: A Comparative Study between Reality and Expectations

The core of this section is to answer the following question: What is the impact of interactive learning on the development of speaking skills? In an effort to provide evidence for the assumption that the interactive learning strategy is effective in enhancing speaking skills, research tools were utilized, focusing on the interaction between the teacher and the learner through electronic questionnaires. Below is the data extracted from the two questionnaires:

✓ First Questionnaire: This questionnaire was directed towards Arabic language teachers for non-native speakers and included several interactive questions aimed at evaluating the effectiveness of interactive learning in speaking skills, based on the experience of twenty-four teachers:

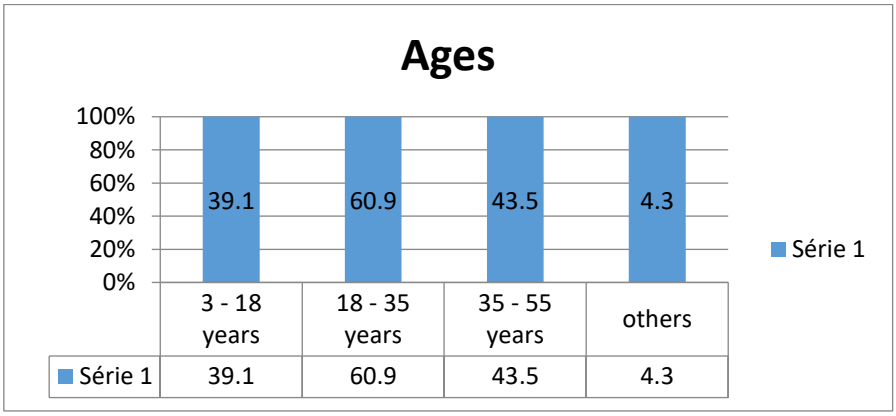
Academic Level of the Teacher: 24 responses



	Série 1
university	٤,٣
Bachelor	30.4
Master	43.5
PhD	30.4

The importance of asking about the academic level of the Arabic teacher for non-native speakers and its relationship with the use of interactive learning in Arabic conversation lies in the fact that it represents a crucial element in the success of teaching Arabic. When the teacher is thoroughly and comprehensively knowledgeable in grammar, able to vary between methods, and uses correct Arabic in appropriate contexts, deeply understanding their specialization, he is more qualified to teach Arabic to non-native speakers. In interactive learning during conversation, this should be evident, as the teacher must be prepared to answer questions posed by

the learners, understanding the challenges faced by foreign learners related to the language, Arabic culture, and everything that the language encompasses. This understanding enables the teacher to successfully manage cultural differences.



Mother Tongue/First Language of Non-Native Arabic-Speaking Students (Who Were Taught):

The importance of this question lies in the fact that "the mother tongue is the original language that a person is born into and acquires in his environment and culture from the beginning of his formation in the womb, continuing through childhood..." (Sakhri, 2024: 21). The first language of all the teachers whose responses were gathered is Arabic, while their students were not Arabs, as will be clarified later. The focus on the language aspect is tied to the issue of culture, as every language points to a specific culture, values, and civilization. These are all backgrounds that shape the essence of the language, as it is a carrier of a complete cultural and social existence. It is well-known that "language and culture are organically connected; it is impossible to imagine a language without culture or a culture without language. They are so intertwined that even seasoned scholars find it difficult to distinguish between them or determine which one influences the other (Ahmed, 2024: 31).

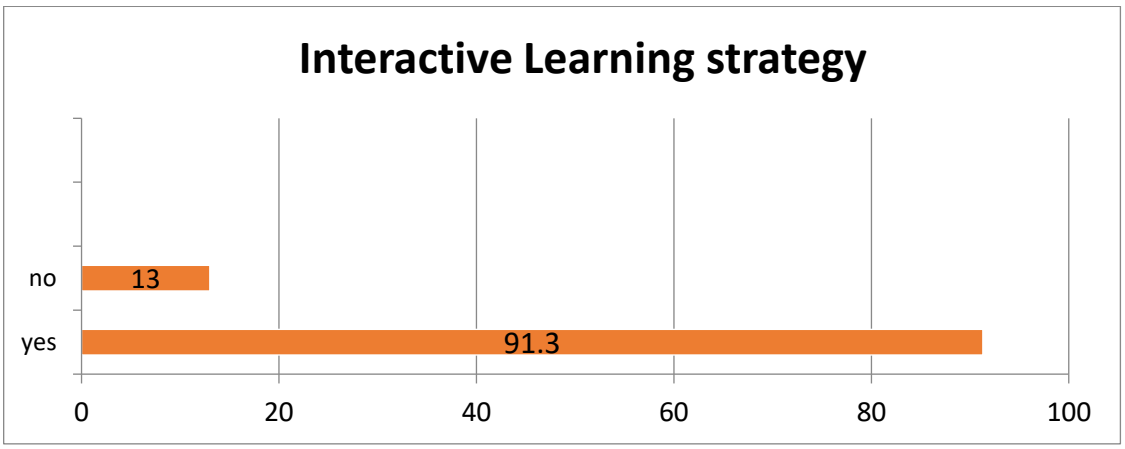
The table below shows the first languages of the learners taught by the sample of Arabic teachers for non-native speakers:

Language	Percentage	Language	Percentage
English	73.9%	Spanish	8.7%
French	34.8%	Korean	8.7%
Turkish	26.1%	Japanese	4.3%
Indian	21.7%	Wolof	4.3%
Persian	17.4%	Malay	4.3%
Chinese	13%	Russian	4.3%

The results show that English is the dominant language among the learners, meaning that the majority of learners interested in studying Arabic had English as their mother or first language. In this context, it is important to recognize the inevitable influence between these two languages, which becomes particularly evident when implementing the interactive learning strategy to assess the learner's ability to speak Arabic. This influence is clearly visible in conversations, where learners attempt to convey their culture and express it in Arabic, as if they are transferring their views and ideas related to their native environment into another language, laden with diverse dimensions. At this point, the learner's proficiency in Arabic is highlighted, alongside their ability to benefit from the knowledge and culture embedded in the language.

However, the following question leads to a further analysis of those most eager and motivated to learn Arabic. Based on the varying responses from the targeted sample, it was clear that the most proficient speakers of Arabic, compared to others, during the implementation of the interactive learning strategy, were predominantly from two continental regions: European countries and Asian countries, particularly those with Muslim populations (such as Malaysia, Indonesia, Turkey, China, India, particularly the state of Kerala…), according to the responses provided by the sample.

• The adoption of the interactive learning strategy in enhancing speaking skills among non-native Arabic speakers in the sample, the result was considering the following:



• The Effectiveness of the Interactive Learning Strategy in Speaking Skills:

One of the questions included in the questionnaire was to assess the effectiveness of this strategy based on their experience, and whether they believed that the interactive learning strategy could overcome the difficulties faced by non-native Arabic learners. All responses received were "Yes," which means a 100% agreement.

• Main Challenges Faced by Teachers While Implementing the Interactive Learning Strategy:

There were 24 responses identifying the challenges teachers face when applying the interactive learning strategy. These can be categorized as follows:

Challenges Related to Students	Challenges Related to the Teacher	External Challenges
▪ The biggest challenge is the fluctuating psychological mood of the students. ▪ Difficulties with sounds and incorrect pronunciation of letters.	▪ Varying levels within the same classroom. ▪ The teacher's lack of knowledge	▪ Challenge of computing the Arabic language.

▪ Some students are reluctant to speak and interact due to shyness; some students are embarrassed to participate. ▪ Lack of integration among students, and individual differences. ▪ Some students do not accept speaking or fail to respond. ▪ Insufficient vocabulary knowledge. ▪ Lack of understanding the meaning of certain words and correct pronunciation of letters. ▪ Psychological closure, social fear, and fear of making mistakes. ▪ Comparison between the target language and the mother tongue. ▪ Sometimes a lack of motivation among students, as well as cultural differences.	of technology and inability to use it. ▪ Location challenge: When teaching is remote, in-person attendance is preferred. ▪ Cultural differences.	

Brief Talking from the Sample on Their Experience in Teaching Arabic to Non-Native Speakers, with Mention of the Most Effective Method or Strategy Contributing to the Development of Speaking Skills in Arabic:

Among the experiences shared in the questionnaire:

Some teachers have taught Arabic to multiple nationalities in the same classroom. Most of these learners studied Arabic for religious purposes. The teacher found that brainstorming, self-learning, and collaborative learning were the most successful and effective strategies used in teaching Arabic to non-native speakers. Additionally, they emphasized the direct

application of commonly used words and structures and the connection between the reality of the learners' backgrounds and their cultural contexts.

One of the teachers in the sample worked for a full year as a teacher to a Dutch student, accompanying and supporting her throughout the process. The teacher observed that the student faced difficulties in pronouncing certain letters, but with God's help, she succeeded in pronouncing them correctly. The improvement in the student's speaking skills became evident through the application of the interactive learning strategy, confirming the effectiveness of this strategy in Arabic conversation.

During this period, the teacher found that the best strategy for teaching Arabic to non-native speakers was to gradually present information and offer complete sentences in Arabic rather than just vocabulary, so as not to make it difficult for the students to form sentences in Arabic.

Another teacher believes that the best approach is to adopt the communicative approach in teaching Arabic to non-native speakers, motivating the learner, and creating real-life situations for conversation. In addition, the teacher emphasizes helping the learner immerse themselves in a linguistic environment similar to the one in which native speakers live.

The remaining teachers chose other methods, including enriching worksheets alongside speaking on a specific topic, giving a story and asking the student to provide a conclusion, relying on images and then integrating the images into one of the Arabic letters, presentations, flipped learning, asking questions, and storytelling. Role-playing conversations is considered one of the most successful strategies in active learning, along with using the "parliament strategy" and "hot seat" techniques. Additionally, creating interactive dialogues based on topics relevant to the learner's life was emphasized. The use of audio and video clips was also employed to increase learner motivation. Collaborative active learning is considered one

of the most effective and enjoyable approaches, producing tangible results through language games, i.e., the communicative approach in general.

- **Question about the belief that using modern interactive technological tools increases the foreign learner's motivation to speak Arabic:** All 24 responses were "Yes," meaning 100% agreed with the idea.

- **Question on how to develop the interactive learning strategy to make it more efficient in enhancing speaking skills in Arabic for non-native speakers:** The responses from the sample were as follows:

1. Through the student's own use of this strategy.
2. Using and applying artificial intelligence tools in teaching Arabic, making them cater to the learner's needs.
3. Relying on images and video clips, while considering the interests and needs of the students.
4. Allowing the student to talk about a topic they love in every lesson.
5. The learner's linguistic immersion and exposure to real-life situations that result in real interactions, as artificial scenarios tend to have weak outcomes. Relying on sentences rather than just vocabulary, and focusing on verbs and connectors rather than nouns, as this is a preliminary stage that leads to more advanced stages.
6. Proposing the existence of an interactive group for non-native Arabic learners, with teachers engaging with them regularly, allowing them to speak at any available time with those who are proficient in Arabic. This interactive space creates a form of interaction and language exchange easily, making the student feels that he is not restricted to just the lesson time. This feeling fosters a love for the language and a desire to learn more.
7. The teacher should have a wide range of tools and technological means at their disposal, designing pre-planned activities for the

classroom, and providing the necessary tools to execute them within Arabic teaching institutions for non-Arabs—whether digital, printed, or handmade tools—and also offering some modern educational resources.

✓ **Second Questionnaire:**

This questionnaire was directed towards non-native Arabic language learners, with the goal of understanding their experience in acquiring speaking skills in Arabic through the use of the interactive learning strategy, and identifying the main challenges they faced during their educational journey. To clarify this, the following questions were posed to them:

1. What is your first language (mother tongue)?
2. When did you start learning Arabic?
3. How long have you been learning Arabic?
4. What motivated you to learn Arabic? In other words, why did you decide to learn it?
5. How would you rate your level in Arabic?
6. Do you believe that the interactive learning strategy helps you in speaking Arabic?
7. What difficulties do you encounter in learning Arabic?
8. Do you have a preferred strategy or method for learning Arabic that you would like Arabic teachers to adopt when teaching foreign students?

First Experience:

- First Language/Mother Tongue: Malayalam.
- Learning Arabic: He has been learning Arabic since childhood and continues to do so.
- Motivation for Learning Arabic: The primary motivation was Islamic, including the desire to understand religious texts revealed in Arabic.

- Arabic Proficiency Level: He considers his level to be at the economy level.
- Opinion on Interactive Learning: He believes that interactive learning is undoubtedly the best method for speaking, whether in Arabic or not.
- Difficulty Faced: His main difficulty lies in grammatical issues, and sometimes the vocabulary used may not fit the context appropriately.
- Preferred Strategy for Learning Arabic: After determining the student's level using the Common European Framework of Reference, he suggests providing suitable materials such as Arabic between Your Hands. He also recommends that teachers avoid using a medium language as much as possible in teaching.

Second Experience:

- **First Language/Mother Tongue:** Malayalam (Malyalam).
- **Learning Arabic:** She has been learning Arabic for over twelve years, driven by cultural motives related to her country, India, specifically in the state of Kerala. In Kerala, every Muslim student goes through the experience of learning Arabic, after which they join school under the supervision of the Kerala Scholars Association at the age of six.
- **Arabic Proficiency Level:** Her level in Arabic is advanced.
- **Opinion on Interactive Learning:** She believes that the interactive learning strategy undoubtedly enhances speaking skills, as it is the most impactful in learning Arabic.
- **Difficulty Faced:** One of the biggest challenges, in her view, is that sometimes this learning happens through translation, meaning it involves using a medium language.

Third Experience:

- **First Language/Mother Tongue:** French.
- **Learning Arabic:** He spent six years learning Arabic for academic purposes, as he wanted to continue his studies in Morocco.
- **Arabic Proficiency Level:** He describes his level as decent for now and has not faced any significant difficulties so far.
- **Opinion on Interactive Learning:** He, too, affirms the effectiveness of the interactive learning strategy in developing speaking skills in Arabic.

Discussion of the Questionnaire Results:

The data from the two questionnaires can be discussed in light of their realism and outcomes, based on the fact that interactive learning, in essence, is a communicative event—a dynamic dialogue of influence and response, within a pedagogical relationship between two parties with different languages. The first fixed party is the Arabic language, which is the language being learned, and the second party is the learners' first/native language.

Since the goal of this research is to test the effectiveness of the interactive learning strategy in improving speaking skills for non-native Arabic learners, it is essential to focus on mechanisms for enhancing this strategy and its productivity. As a result, teachers proposed several practical suggestions to improve this process, even if they don't rely on advanced technological tools, including:

The tendency to utilize both static and dynamic images is reflected in the responses from teachers, such as the use of "teaching with pictures." As the saying goes, "A picture is worth a thousand words," and this saying perfectly aligns with the nature of our brains, which are specialized in processing visual inputs in a way that differs from how we process text or

sound. These visual tools are effective in understanding large amounts of data that may be difficult to grasp through words alone, thus improving learning processes. Based on this, the research shows that students who use visual elements in their learning gain more knowledge compared to those who rely solely on texts (Ali, 2024: 314).

There is no doubt that utilizing this approach in speaking skills not only helps learners acquire spoken Arabic but also activates their thinking process, observation, connection, interpretation, imagination, and enhances communicative interaction through explaining and describing the content of the images. Thus, pictures and videos transform from mere visual elements into powerful educational tools that encourage learners to speak in Arabic, becoming a key aspect of active interactive learning.

Another aspect that can be utilized is the employment of Arabic loanwords in foreign languages, which shows its impact on language learning among learners. Additionally, the use of the derivational nature of the Arabic language can facilitate the teaching of vocabulary to speakers of other languages (see: Al-Naimi, Hussein: 2024). Accordingly, methods to generate meanings can be employed, including context, manipulation, and rigidity.

From another perspective, the views of teachers who rely on the interactive learning strategy in training non-native Arabic learners in speaking skills should be taken seriously, as they are based on recent real-life experiences. These views should be considered with the intention of correcting any misguided approaches or identifying educational paths that contain obstacles, which prevent the proper implementation of this strategy. This, in turn, will ensure that the strategy's effectiveness in developing speaking skills becomes apparent.

As for non-native Arabic learners, their educational needs should be carefully considered, alongside an understanding of their cultural inclinations

and adapting them to the requirements of this skill using the aforementioned strategy. This includes avoiding the use of a medium language, as mentioned in the second experience of the second questionnaire.

Regarding the topic of this section, it will be briefly addressed in two parts:

1. **The Current Reality of Applying the Interactive Learning Strategy in Developing and Enhancing Speaking Skills in Arabic:** Based on the current reality, several challenges were identified during the various stages of research, particularly when inquiring with Arabic teachers for non-native speakers. The most significant and notable challenges include the scarcity of interactive educational resources that align with the perspectives of all learners. This has led to difficulties in designing interactive activities that suit the diverse levels of the students. Additionally, there is insufficient and immature training for some teachers, both academically and practically, as well as personal shortcomings in their ability to interact effectively with digital resources.

2. **What is Expected Within the Realm of the Possible and Reasonable:** What is hoped for in the application of the interactive learning strategy to teach speaking skills in Arabic is the creation of interactive and diverse learning environments that meet the standards of the modern era and the rapid developments across all fields. This requires the development of a generation of teachers capable of using modern interactive strategies that integrate technological levels, within an academic program that is precise, adaptable, and responsive to the advancements of the times. Furthermore, learning should not be confined to the classroom; it should also involve organizing interactive meetings where non-native Arabic learners can meet with native Arabic speakers who are fluent in the language,

knowledgeable, and capable of using that knowledge to engage in fruitful dialogue open to other cultures. Another approach could be simulating real-life conversations that are commonly used in everyday life.

Conclusion:

The most prominent result of this study is the confirmation of the hypothesis that interactive learning is effective in developing speaking skills among non-native Arabic speakers. It is a strategy that is adaptable, modifiable, and flexible. Through its proper and effective implementation, it is possible to overcome the challenges faced by both teachers and learners, especially when teaching a language like Arabic.

Recommendations:

1. Revise educational programs to make them more aligned with the current times and the communication skills required in today's world.
2. Encourage the use of interactive technological tools and highlight their advantages.
3. Emphasize the importance of teachers learning the basics of speech science to properly address the pronunciation of Arabic sounds for non-native speakers.
4. Work on overcoming the psychological challenges that hinder learners from speaking Arabic by equipping teachers with knowledge in psychological pedagogy.
5. It is hoped that the ministries responsible for education and scientific research in Arab countries will provide financial and moral support to institutions dedicated to teaching Arabic to non-native speakers, and supply them with the resources needed to succeed in the educational process.

Suggestions:

Since today's students tend to use technology and prefer an educational environment that relies on quick and accurate interaction with devices, tools, and mechanisms that create new methods in interactive learning, it is suggested to develop an interactive program that facilitates mutual influence between non-native Arabic learners and a contemporary interactive program programmed in precise Arabic. This program should be capable of adapting to the learners' needs and responding to their cognitive demands, allowing them to participate actively in discovering and constructing information. Students would use this program after their lessons and interactions with their teachers.

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