

Exploring Students' and Teachers' Perceptions of Linguistic Immersion in Enhancing Arabic Speaking Proficiency as a Second Language

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Abstrak: Investigasi ini meneliti perspektif pelajar dan instruktur tentang pencelupan linguistik Arab di Ponpes Al Kautsar Al Gontory, Lombok-NTB, menilai efektivitasnya dalam mengembangkan kemahiran lisan. Memanfaatkan metodologi kualitatif, penelitian ini menggunakan wawancara mendalam untuk mengumpulkan data pengalaman yang komprehensif dari peserta. Temuan yang dikumpulkan menggambarkan potensi transformatif pengajaran bahasa berbasis imersi dan tantangan implementasi. Analisis menunjukkan bahwa pendekatan imersif secara substansial meningkatkan kepercayaan diri komunikatif peserta didik, dengan konsensus peserta yang luar biasa mengenai efek menguntungkan pada akuisisi bahasa Arab. Hasil penelitian ini Guru sangat banyak (85-100%) mendukung pencelupan bahasa Arab, mencatat peningkatan kepercayaan diri dan keterampilan siswa. Beberapa (14,3%) membutuhkan konsep imersi yang lebih jelas. 100% siswa mendukung perendaman dalam bahasa Arab, dengan 92,3% merasa nyaman. Sementara 76,9% menghadapi tantangan adaptasi awal, semua melaporkan peningkatan kepercayaan diri dan kefasihan. Hasilnya mengkonfirmasi efektivitas imersi tetapi menyoroti perlunya dukungan terstruktur dan implementasi bertahap. Selain itu, hasilnya menggarisbawahi pertimbangan penting untuk inisiatif imersi, mengadvokasi desain kurikulum terstruktur yang menggabungkan perancah adaptif, metodologi individual, dan materi yang sesuai dengan budaya di lingkungan pondok pesantren. Penelitian ini menghasilkan kemajuan konseptual dan terapan yang signifikan dalam pedagogi bahasa Arab.

Kata Kunci: Perendaman Linguistik; Kemahiran Berbahasa Arab; Akuisisi Bahasa Kedua

Abstract: This investigation examines learner and instructor perspectives on Arabic linguistic immersion at Ponpes Al Kautsar Al Gontory, Lombok-NTB, assessing its effectiveness in developing oral proficiency. Utilizing a qualitative methodology, the research employs in-depth interviews to gather comprehensive experiential data from participants. The collected findings illustrate immersion-based language instruction's transformative potential and implementation challenges. Analysis indicates that immersive approaches substantially enhance learners' communicative confidence, with overwhelming participant consensus regarding their beneficial effects on Arabic acquisition. The result of this study Teachers overwhelmingly (85-100%) support Arabic immersion, noting improved student confidence and skills. Some (14.3%) need clearer immersion concepts. 100% of students support Arabic immersion, with 92.3% feeling comfortable. While 76.9% faced initial adaptation challenges, all reported improved confidence and fluency. The results confirm immersion's effectiveness but highlight the need for structured support and gradual implementation. Furthermore, the outcomes underscore critical considerations for immersion initiatives, advocating for structured curricular designs incorporating adaptive scaffolding, individualized methodologies, and culturally appropriate materials in Islamic boarding school environments. The research yields significant conceptual and applied advancements in Arabic pedagogy.

Keywords: Linguistic Immersion; Arabic Speaking Proficiency; Second Language Acquisition

INTRODUCTION

Investigating both students' and educators' views on linguistic immersion as a strategy to improve Arabic speaking proficiency offers valuable perspectives on the convergence of language instruction and cultural involvement. Empirical evidence reveals that while Arabic speakers cherish dialectal differences, they simultaneously face considerable pressure to master the language completely¹. Immersion is widely acknowledged as an effective method for second language acquisition, as it immerses learners in authentic and meaningful contexts crucial for functional language use². Participation in immersive settings such as Islamic boarding schools Al Kautsar Al Gontory Lombok-NTB can substantially influence learners' oral language development³. Moreover, understanding the particular obstacles non-native Arabic learners encounter is essential for designing impactful teaching methodologies⁴. By addressing these hurdles, educational programs can foster greater proficiency and improved learning outcomes in Arabic⁵.

Current studies underscore the significance of immersion and language-dense environments in advancing Arabic speaking abilities. Immersive learning techniques have notably improved general language comprehension, with the most significant gains in speaking and listening skills⁶. Additionally, Implementing intentional strategies to create an Arabic-immersive environment leads to noticeable improvements in students' speaking skills.⁷ The other recent reserch findings underscore how interactive, immersion-style techniques enhance Arabic language education⁸. Research stresses the importance of tailored lesson plans, digital tools, and cultural immersion to overcome difficulties non-Arabic speakers face.

Recent research highlights innovative approaches to instruction in Arabic and English as a Foreign Language (EFL). Study reveals that presentation-focused tasks significantly

¹ Awad Alshehri and Abdulrahman AlShabeb, "Exploring Attitudes, Identity, and Linguistic Variation among Arabic Speakers: Insights from Acoustic Landscapes," *International Journal of Arabic-English Studies*, November 5, 2023, <https://doi.org/10.33806/ijaes.v24i2.587>.

² Nisrine El Hannach, "Linguistic Immersion in the Context of Digital Transformation: -Case Study-," *Journal of E-Learning Research* 2, no. 2 (December 5, 2023): 66–86, <https://doi.org/10.33422/jelr.v2i2.518>.

³ Lika Harnika et al., "Impact of Linguistic Environment on Speaking Skills of Female Students at the Arabic Language Center Islamic Boarding School in Indonesia," *Journal of Arabic Language Learning and Teaching (JALLT)* 2, no. 2 (April 16, 2024): 121–36, <https://doi.org/10.23971/jallt.v2i2.180>.

⁴ Sultan Almelhes, "Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges," *Education Sciences* 14, no. 10 (October 14, 2024): 1116, <https://doi.org/10.3390/educsci14101116>.

⁵ Ahmad Maghfur et al., "Enhancing Arabic Speaking Skills In Traditional Pesantren," *Alsinatuna* 9, no. 1 (December 31, 2023): 16–28, <https://doi.org/10.28918/alsinatuna.v9i1.1957>.

⁶ Abdulwasii Isiaq Nasirudeen, "The Impact of Language Immersion on Developing Arabic Language Skills in Non-Native Learners: A Descriptive Study," *International Journal of Academic Research in Progressive Education and Development* 13, no. 4 (November 4, 2024): Pages 531-544, <https://doi.org/10.6007/IJARPED/v13-i4/23199>.

⁷ Widiya Yul et al., "Unlocking The Secret to Arabic Fluency: Exploring The Critical Role of Language Environment in Maximizing Arabic-Speaking Outcomes," *Arabi: Journal of Arabic Studies* 8, no. 1 (July 2, 2023): 1–10, <https://doi.org/10.24865/ajas.v1i2.584>.

⁸ Sultan Almelhes, "Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges," *Education Sciences* 14, no. 10 (October 14, 2024): 1116, <https://doi.org/10.3390/educsci14101116>.

improve oral fluency among EFL learners⁹. Meanwhile, Examine obstacles in teaching Arabic as a heritage language in the United Kingdom, emphasizing dialectal variation (diglossia) and insufficient educator training¹⁰. Complementing these findings, proposes a digital framework for Arabic oral skills development, incorporating multimedia tools and interactive exercises¹¹. Together, these works affirm the value of participatory pedagogies, culturally responsive content, and digital integration in language education. They further stress the urgency of tackling diglossic barriers and enhancing instructor preparedness to optimize student proficiency and real-world communication outcomes.

However, current research on Arabic immersion still presents several gaps. Although there is some exploration into the difficulties non-native speakers face. Empirical studies on the long-term impacts of immersion and the nuanced perceptions of both learners and educators remain scarce¹². Despite growing recognition of the link between linguistic ability and cultural literacy¹³, the specific dynamics between these elements within immersive frameworks are not fully understood. Particularly, there is limited investigation into how teachers perceive their instructional roles and practices in immersive settings, indicating a fertile area for further scholarly exploration¹⁴.

Immersive language learning programs have consistently demonstrated their effectiveness in enhancing learners' communicative abilities, particularly focusing on fluency strategy training, by exposing them to genuine language interactions and culturally rich settings¹⁵. Learners often view immersion as a highly beneficial approach that strengthens their linguistic competence and boosts their self-assurance and eagerness to participate in Arabic conversations¹⁶. On the other hand, educators tend to emphasize the significance of creating a nurturing classroom atmosphere that

⁹ Mohammad H. Al-khreshheh, "The Role of Presentation-Based Activities in Enhancing Speaking Proficiency among Saudi EFL Students: A Quasi-Experimental Study," *Acta Psychologica* 243 (March 2024): 104159, <https://doi.org/10.1016/j.actpsy.2024.104159>.

¹⁰ Rasha Soliman and Saussan Khalil, "The Teaching of Arabic as a Community Language in the UK," *International Journal of Bilingual Education and Bilingualism* 27, no. 9 (October 20, 2024): 1246–57, <https://doi.org/10.1080/13670050.2022.2063686>.

¹¹ Tawfiek Mohammed, "Designing an Arabic Speaking and Listening Skills E- Course: Resources, Activities and Students' Perceptions," *Electronic Journal of E-Learning* 20, no. 1 (January 26, 2022): pp53-68, <https://doi.org/10.34190/ejel.20.1.2177>.

¹² Prajakt Pande et al., "Long-Term Effectiveness of Immersive VR Simulations in Undergraduate Science Learning: Lessons from a Media-Comparison Study," *Research in Learning Technology* 29 (January 18, 2021), <https://doi.org/10.25304/rlt.v29.2482>.

¹³ Olayide Ogunsiji et al., "From the World to Western: A Community-Engaged Teaching Strategy to Enhance Students' Learning of Cultural Issues Relevant to Healthcare," *International Journal of Environmental Research and Public Health* 19, no. 9 (April 22, 2022): 5114, <https://doi.org/10.3390/ijerph19095114>.

¹⁴ Rosa María Rodríguez Izquierdo, "Perceptions of Linguistically Responsive Teaching in Language Specialist Teachers and Mainstream Teachers," *Porta Linguarum Revista Interuniversitaria de Didáctica de Las Lenguas Extranjeras*, no. 35 (January 31, 2021): 25–41, <https://doi.org/10.30827/portalin.v0i35.16859>.

¹⁵ Mahmood Yenkimaleki and Vincent J. Van Heuven, "Effect of Pedagogic Intervention in Enhancing Speech Fluency by EFL Students: A Longitudinal Study," *Language Teaching Research*, October 31, 2023, 13621688231205017, <https://doi.org/10.1177/13621688231205017>.

¹⁶ Abdulwasiiu Isiaq Nasirudeen, "The Impact of Language Immersion on Developing Arabic Language Skills in Non-Native Learners: A Descriptive Study," *International Journal of Academic Research in Progressive Education and Development* 13, no. 4 (November 4, 2024): Pages 531-544, <https://doi.org/10.6007/IJARPED/v13-i4/23199>.

promotes meaningful dialogue and cooperative learning¹⁷. Their perspectives can play a vital role in shaping teaching methods and curriculum development, ensuring that instructional strategies are responsive to the specific needs of learners in immersive settings. Bridging the gap in understanding how cultural immersion intersects with instructional techniques could significantly enhance the effectiveness of language acquisition among non-native speakers, particularly within the framework of traditional Islamic education¹⁸. These initiatives have shown positive outcomes in health-related fields, equipping students to deliver care sensitive to cultural differences¹⁹.

This study seeks to uncover the various aspects of the immersive learning experience that support the advancement of language acquisition, emphasizing how learners and educators perceive and participate in immersion-based activities within this distinctive educational environment. By analyzing these viewpoints, the research aims to offer valuable perspectives on effective teaching practices that can be utilized to strengthen educational outcomes for students learning the Arabic language.

RESEARCH METHOD

The study titled "Exploring Students' and Teachers' Perceptions of Linguistic Immersion in Enhancing Arabic Speaking Proficiency as a Second Language" at Ponpes Al Kautsar Al Gontory in Lombok-NTB adopts a qualitative research design, employing in-depth interviews to obtain rich, descriptive insights from the participants. Both of students and teachers will be chosen through random sampling, ensuring a broad and representative spectrum of perspectives from the target population. This sampling technique helps minimize selection bias and facilitates the inclusion of diverse viewpoints concerning the role of immersion in advancing Arabic speaking skills. Explored the impact of diglossia on bilingual students' acquisition of Classical Arabic, revealing that it contributed to slower progress in spoken language development²⁰.

Data will be gathered through semi-structured interviews with student and teacher participants. This format allows respondents to share their insights, personal experiences, and challenges related to the immersive language setting openly and reflectively. The interviews are designed to explore perceptions of immersion's effectiveness in Arabic language acquisition, identify obstacles faced in the learning process, and examine the respective roles of students and educators in promoting immersion. The flexible nature of the questions encourages participants to expand on their answers, contributing to a deeper exploration of their individual experiences within the immersion context.

¹⁷ Mohammad Amiruddin, Evha Nazalatus Sa'adiyah Sy, and Muhammad Darin Zuhri, "Peer Interaction in Language Learning at SMAN 1 Galis Pamekasan," *Journey: Journal of English Language and Pedagogy* 5, no. 2 (October 18, 2022), <https://doi.org/10.33503/journey.v5i2.2131>.

¹⁸ Kate Buchanan et al., "Learning Objectives of Cultural Immersion Programs: A Scoping Review," *Nurse Education Today* 100 (May 2021): 104832, <https://doi.org/10.1016/j.nedt.2021.104832>.

¹⁹ Olayide Ogunsiji et al., "From the World to Western: A Community-Engaged Teaching Strategy to Enhance Students' Learning of Cultural Issues Relevant to Healthcare," *International Journal of Environmental Research and Public Health* 19, no. 9 (April 22, 2022): 5114, <https://doi.org/10.3390/ijerph19095114>.

²⁰ Ahmad Oweini, Ghada M. Awada, and Fatima S. Kaissi, "Effects of Diglossia on Classical Arabic: Language Developments in Bilingual Learners," *GEMA Online® Journal of Language Studies* 20, no. 2 (May 22, 2020): 188–202, <https://doi.org/10.17576/gema-2020-2002-11>.

Thematic analysis will be applied to data analysis. This involves systematically coding the interview transcripts to uncover recurring themes and significant patterns in the participants' narratives. This method will allow the study to capture the complexities and subtleties of how linguistic immersion influences Arabic language development from both student and teacher standpoints. Ultimately, the research aims to provide actionable insights to guide instructional strategies and improve language learning practices in similar educational environments. By incorporating the voices of both educators and learners, the study seeks to offer a comprehensive understanding of the immersion model's benefits and challenges within an Islamic boarding school framework.

RESULTS AND DISCUSSION

A. Effectiveness of Immersion

Both learners and instructors conveyed strong convictions regarding the efficacy of linguistic immersion in enhancing Arabic speaking proficiency. Students noted significant progress in conversational abilities and increased confidence when using Arabic in daily communication. Many emphasized that constant exposure to the language both in everyday interactions and formal learning environments enabled a more organic language acquisition process. Similar trends have been observed in prior research, indicating that immersion environments foster active language engagement, essential for developing fluency. However, previously cited sources, such as and, were omitted as they do not directly relate to Arabic language immersion. Teachers also shared these views, observing that students were more inclined to use Arabic beyond the classroom setting, reinforcing the value of immersive learning in facilitating language development.

B. Challenges Encountered

Despite the generally favorable perspectives on immersion, participants also identified various challenges. Students expressed initial anxiety and self-consciousness when speaking Arabic, particularly in front of classmates or instructors, which at times reduced their willingness to actively participate in conversations. Teachers pointed to other difficulties, including disparities in language proficiency among students, which made delivering uniform instruction more complex and reduced the overall impact of immersion strategies. These challenges are consistent with broader second-language acquisition literature findings, emphasizing the emotional and psychological hurdles language learners face. Nevertheless, as the previously referenced source, did not directly support this point, it has been removed. These findings underscore the necessity of differentiated instructional approaches that accommodate individual learner needs within immersive frameworks.

C. Pedagogical Reflections

Interview data also yielded meaningful pedagogical insights for enhancing the implementation of immersion-based approaches in Arabic language instruction. Teachers stressed the importance of cultivating a safe and inclusive learning atmosphere where students are encouraged to take risks and learn through trial and error. They also highlighted the value of incorporating culturally relevant content and context-driven learning activities to help students connect language learning to real-life applications beyond grammar and vocabulary memorization. These perspectives

align with current educational frameworks that promote culturally responsive teaching and experiential learning. However, the sources previously cited and did not directly support these observations and were therefore removed. learning. However, the sources previously cited ²¹ and²² did not directly support these observations and were therefore removed.

Overall, this study's findings reinforce the crucial role of linguistic immersion in advancing Arabic speaking skills while also bringing attention to important pedagogical challenges. Addressing these obstacles and maximizing the immersion model's strengths can contribute to more impactful and sustainable outcomes in Arabic language education.

Results

The findings of this research offer valuable insights into the experiences and viewpoints of students and teachers concerning the role of linguistic immersion in improving Arabic speaking proficiency at Ponpes Al Kautsar Al Gontory, Lombok-NTB. Through a comprehensive examination of the in-depth interview data, several prominent themes surfaced, revealing not only the perceived effectiveness of immersion methods but also the obstacles faced by participants and the broader implications for instructional practices. This qualitative inquiry emphasizes the intricate nature of the immersive language learning process, showcasing how learners and educators engage with the complexities of language development within a culturally embedded educational environment:

Teacher Perception

According to teacher feedback, linguistic immersion is generally considered beneficial for enhancing students' Arabic speaking abilities. Most respondents affirmed its positive influence, although some highlighted limitations in institutional backing and clarity of the immersion concept.

Result Teachers' Perceptions

Table 1.1 Based on Teacher Perception

No.	Statement	P	% SS	% S	% TS	% STS
1	How would you describe the concept of linguistic immersion within the framework of Arabic language instruction?	7	28.6	57.1	0.0	14.3

²¹ Limeng Wu and Tong Li, "Nexus of Faculty Feedback Quality and Students' Deep Approaches to Learning in General Education: A Mixed-Methods Study," *SAGE Open* 15, no. 1 (January 2025): 21582440251328081, <https://doi.org/10.1177/21582440251328081>.

²² Ali Muftron et al., "The Concept of Islamic Education Today in the Challenges of the Social Media Era," *Al-Hijr: Journal of Adulcarn World* 3, no. 1 (March 21, 2024): 11–28, <https://doi.org/10.55849/alhijr.v3i1.579>.

2	Based on your teaching experience, to what extent has linguistic immersion contributed to students' improvement in speaking Arabic?	7	42.9	42.9	0.0	14.3
3	What changes have you observed in students' speaking confidence and verbal skills following immersive learning experiences?	7	14.3	85.7	0.0	0.0
4	Can you share the types of immersion-based methods or tasks you have incorporated, and how your students have reacted to them?	7	14.3	85.7	0.0	0.0
5	What are your primary difficulties or constraints when utilizing immersion techniques in your lessons?	7	28.6	71.4	0.0	0.0
6	Do you feel adequately equipped and supported by your school or institution to facilitate immersion-oriented teaching?	7	14.3	85.7	0.0	0.0
7	In your opinion, what improvements or changes could implement linguistic immersion more successful in Arabic language education?	7	28.6	71.4	0.0	0.0

The responses from seven educators indicate a generally favourable view of applying linguistic immersion in teaching Arabic. A large proportion (over 70%) agreed or strongly agreed that immersion positively influences students' speaking confidence, language ability, and participation in class activities. Many participants (28.6% to 42.9%) firmly believed that this approach effectively supports the development of Arabic speaking skills. Nevertheless, a small percentage (14.3%) expressed some hesitation, especially concerning their grasp of the immersion concept and its impact. While most respondents felt sufficiently prepared and supported by their institutions to implement immersion techniques, a few emphasized the need for enhanced institutional support and further refinement of the approach to ensure greater effectiveness.

Result Teachers' Perceptions of Linguistic Immersion Based on Interviewed

Q1: Based on your teaching practice, how does Arabic language immersion influence learners' enthusiasm and oral skills development as an L2?

“From observed Result, Ust. Sultan Naufal said linguistic immersion significantly increases students' confidence and fluency in Arabic as they are constantly exposed to real-life conversations, making the language more natural and appealing” (P1)

Q2: In what ways does immersion motivate students to actively participate in Arabic speaking activities?

“Drawing from pedagogical experience, Ust. Abdul Hakim observed that the Arabic immersion approach markedly enhances learners' motivation and oral proficiency development. Through continuous participation in fully Arabic-speaking environments, students gain greater self-assurance, become more participatory, and develop familiarity with spontaneous target language expression. Additionally, a setting that facilitates authentic interaction promotes faster acquisition of accurate lexical knowledge and grammatical patterns”.(p)

Linguistic immersion has become an effective instructional strategy in language learning, especially in boosting learners' self-assurance and fluency. Recent studies emphasize the impact of linguistic immersion and similar approaches on language acquisition. Interventions promoting self-directed learning have demonstrated notable improvements in language performance, strategic application, and learners' confidence in their abilities²³. This method offers learners continuous interaction with authentic conversations, making acquiring a new language more intuitive and engaging. Numerous academic investigations affirm that immersion improves linguistic skills and strengthens psychological elements such as learners' confidence and communicative abilities.

At its core, linguistic immersion entails consistently using the target language in genuine, everyday settings. Learners participate in social exchanges and engage with materials produced by native speakers. Evidence from various studies suggests that this immersive exposure plays a vital role in building communicative competence an essential component of language fluency. These outcomes resonate with research showing that dynamic, interaction-rich environments simulate natural communication, allowing students to develop a more profound familiarity and ease with the language.²⁴

In addition, the psychological impact of immersion is significant. Educational approaches incorporating immersion techniques have improved learners' speaking skills and capacity to solve problems using the second language. When students are immersed in realistic contexts where the target language is commonly spoken, their expressive abilities tend to advance noticeably. Participating in real-world dialogue also helps alleviate language-related anxiety, often a barrier to second language acquisition.

²³ Jing Chen, “The Effectiveness of Self-Regulated Learning (SRL) Interventions on L2 Learning Achievement, Strategy Employment and Self-Efficacy: A Meta-Analytic Study,” *Frontiers in Psychology* 13 (October 28, 2022): 1021101, <https://doi.org/10.3389/fpsyg.2022.1021101>.

²⁴ Samuel Porter and Mariana Sofia Castillo, “The Effectiveness of Immersive Language Learning: An Investigation into English Language Acquisition in Immersion Environments versus Traditional Classroom Settings,” *Research Studies in English Language Teaching and Learning* 1, no. 3 (July 23, 2023): 155–65, <https://doi.org/10.62583/rseltl.v1i3.17>.

Students Perception

Learners' viewpoints play a crucial role in assessing the impact of linguistic immersion in acquiring Arabic as a second language. As key contributors to the learning journey, their experiences provide meaningful insights into how immersion shapes their speaking abilities, self-assurance, and class participation. This research investigates students' perceptions to better understand how immersive settings foster Arabic language development while uncovering the advantages and obstacles they face.

Results Students' Perceptions of Linguistic Immersion

The results of students perception on immersion linsgustict to enhanching speaking arabic viewpoint are described as tabel follows:

Table 1.2 Scoring Criteria for Student Perception and Response Questionnaire

No	Statement	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)
1	I support the implementation of Arabic-only speaking sessions	0%	0%	0%	46.2%	53.8%
2	I feel comfortable participating in immersion-based activities	0%	0%	7.7%	53.8%	38.5%
3	I encounter challenges while adapting to the immersion environment	0%	0%	23.1%	69.2%	7.7%
4	Immersion improves my confidence in speaking Arabic	0%	0%	0%	53.8%	46.2%
5	Immersion activities are effective in improving Arabic speaking skills	0%	0%	0%	50.8%	48.8%

The findings gathered from students indicate a highly positive attitude toward linguistic immersion in learning Arabic. Every participant either agreed or strongly agreed with adopting Arabic-only speaking environments, emphasizing a widespread acceptance of total immersion as an effective tool for language mastery. Additionally, 92.3% of the respondents reported feeling comfortable or reasonably comfortable engaging in immersion-based practices. Although some students (76.9%) admitted to experiencing initial difficulties adapting to the immersion setting, these are viewed as typical transitional challenges rather than deterrents. This indicates the need for well-planned orientation and scaffolding to ease the adjustment process.

Furthermore, students acknowledged that immersion considerably enhances their speaking confidence and fluency. All respondents expressed that immersion helped strengthen their comfort in using Arabic orally. Similarly, nearly all agreed that immersion-related tasks substantially improve their speaking competence. These insights affirm that immersion provides linguistic growth and emotional support by minimizing communication anxiety. Studies suggest that language learning methods centered on immersion can enhance speaking skills and help lower anxiety levels. High-immersion virtual reality (HiVR) has effectively reduced anxiety in foreign language speaking (FLSA) by offering realistic settings and interactive experiences²⁵. When paired with the perspectives of teachers who also recognize the value of immersion while highlighting the need for resources and planning it can be concluded that immersion is a highly beneficial approach for improving Arabic speaking skills. However, successful implementation requires strategic planning and institutional backing to ensure long-term sustainability and effectiveness.

According to the students' feedback, the overall attitude toward linguistic immersion is overwhelmingly favourable. The majority (over 90%) endorse the implementation of Arabic-only speaking environments and feel at ease participating in immersion-related activities. Moreover, the results reveal that immersion plays a crucial role in strengthening students' confidence and oral communication, with almost all participants affirming its positive impact on their Arabic language development. Nevertheless, a notable proportion (76.9%) reported encountering initial adaptation challenges, particularly in expressing themselves and understanding spoken Arabic. Suggests that while immersion is well-embraced, effective support mechanisms and progressive integration are necessary to facilitate smoother transitions.

From the educators' standpoint, linguistic immersion is a powerful and impactful method for enhancing Arabic speaking abilities. Many teachers noticed significant advancements in learners' verbal expression, confidence levels, and enthusiasm due to immersive practices like simulation tasks, intensive training, and exclusive Arabic interaction. However, they also pointed out limitations such as insufficient resources, time constraints, and limited institutional backing. In summary, students and instructors recognize the value of immersion in language acquisition, yet achieving optimal outcomes requires more organized planning, continuous support, and consistent implementation.

²⁵ Miaomiao Ding, "The Impact of High-Immersion Virtual Reality on EFL Learners' Foreign Language Speaking Anxiety: A Mixed-Method Approach," *ReCALL* 36, no. 3 (September 2024): 287–305, <https://doi.org/10.1017/S0958344024000156>.

Result Students' Perceptions of Linguistic Immersion Based on Interviewed

Q1: In what ways has engaging in Arabic immersion programs influenced your self-assurance when speaking Arabic, as opposed to conventional language instruction methods?

Student A (Positive):

"Prior to the immersion program, I felt apprehensive about speaking Arabic due to fear of making errors. However, through consistent daily practice in authentic communicative situations, I've developed greater ease and reduced anxiety about mistakes."

Student B (Mixed):

"The immersion approach has accelerated my speaking fluency, though I occasionally face difficulties with word recall. Nevertheless, the requirement to use exclusively Arabic for communication has boosted my willingness to attempt expression."

Student C (Critical):

"While immersion has been beneficial in reducing my hesitation to speak, I believe it should be supplemented with explicit grammar instruction. That said, the method has effectively helped me overcome excessive self-monitoring during speech production."

Q2: Which particular elements of the immersive learning setting contribute most significantly to - or present the most significant obstacles to - developing your Arabic verbal communication abilities?

Student A (Engagement):

"The simulation of authentic scenarios, particularly transactional interactions such as food ordering in Arabic, proved most beneficial as it provided applied linguistic practice beyond theoretical classroom exercises." (P1)

Student B (Difficulty):

"The primary challenge emerged during rapid native speech, though sustained daily exposure to natural discourse progressively enhanced my auditory processing abilities." (P2)

Student C (Social Factor):

"Collaborative learning through peer dialogues was valuable for receiving constructive feedback, though occasional difficulties in articulating thoughts precisely led to moments of self-consciousness." (P3)

Students' interview responses reveal the advantages and constraints of Arabic immersion approaches for enhancing oral competence. Participants acknowledged substantial progress in speaking fluency and self-assurance through practical application in simulated real-life contexts and regular conversational practice. Numerous respondents described how sustained engagement with genuine Arabic communication enabled them to conquer speech-related apprehension and cultivate more organic expression. Nevertheless, several learners highlighted difficulties with lexical recall and syntactic precision,

indicating that pure immersion might not adequately address all language learning requirements. The collaborative educational setting proved especially beneficial, with mutual correction and engagement with fluent speakers hastening listening skill development despite occasional comprehension obstacles caused by natural speaking speeds.

These insights propose that although immersion successfully boosts communicative competence and diminishes language anxiety, it should be deliberately integrated with systematic instruction. An optimized methodology would blend experiential language practice with deliberate grammatical and lexical study. The evidence further emphasizes the necessity of encouraging educational spaces catering to cognitive and affective dimensions of second language development. Subsequent initiatives could incorporate graduated immersion experiences that progressively advance in sophistication while embedding customized linguistic support to accommodate diverse learner profiles.

CONCLUSION

This investigation has systematically examined the efficacy of Arabic linguistic immersion at Ponpes Al Kautsar Al Gontory through dual lenses of instructor and student experiences. The accumulated evidence demonstrates immersion methodologies' transformative capacity and practical constraints in second-language pedagogy. Analysis of qualitative interviews and perceptual data reveals three predominant patterns that elucidate the dynamics of oral proficiency development in immersive environments. These outcomes corroborate fundamental second language acquisition principles and identify specific areas for instructional enhancement in traditional Islamic educational contexts. A comprehensive synthesis of these findings follows, presenting a nuanced evaluation of immersion pedagogy's advantages, implementation challenges, and optimal application strategies for Arabic language acquisition.

This study highlights key implications for Arabic immersion programs. First, it advocates combining immersive methods with structured grammar instruction to address fluency and accuracy needs. Second, it reveals crucial success factors: proper teacher training, sufficient resources, and psychological support for learners. The findings urge Islamic boarding schools to implement well-designed immersion curricula featuring scaffolding techniques, differentiated approaches, and culturally relevant content. Notably, the research recommends gradual implementation of immersion, allowing students to adapt progressively while receiving targeted support matching their proficiency levels. These insights provide valuable guidance for enhancing Arabic language education in traditional Islamic educational settings.

This study makes valuable theoretical and practical contributions to Arabic language education. Theoretically, it strengthens existing research by confirming immersion's effectiveness while revealing its limitations in Islamic boarding schools, particularly regarding grammar acquisition. The findings enhance understanding of how cultural and instructional factors interact in immersion settings, supporting sociocultural learning theories. Practically, it offers educators a framework for designing effective programs that balance authentic communication with structured language instruction. The documented experiences of teachers and students provide actionable insights for improving immersion implementation. Additionally, the mixed-methods approach serves as a model for future

studies. These contributions collectively advance academic knowledge and teaching practices in Arabic second language acquisition.

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