

Analyzing, Designing, Developing and Enriching the *Arabic Language Environment (ALE)* among the undergraduate AFL Learners

K. M. A. Ahamed ZUBAIR^{a*}

Associate Professor of Arabic, Postgraduate and Research Department of Arabic, The New College, Chennai, India.

*Corresponding author: ahamedzubair@thenewcollege.edu.in

Abstract

This research gives an overview of the initiatives undertaken at the New College, located in Chennai, Tamil Nadu, Southern India, aimed at enriching the Arabic language environment among undergraduate AFL learners, its planning, cultivating a love for the Arabic Language while fostering a passion for the Arabic Language through an Arabic Environment. Utilizing qualitative and descriptive research methods, data were gathered through observation, interviews, and documentation. Findings reveal four types of programs, weekly, monthly, and supported by thorough planning, designing, and enrichment of research components. Challenges arise from the absence of a written guideline for forming, designing, and enriching programs, leading to the use of observing, imitating, and modifying approaches for improvement in further implementations.

Keywords: Arabic Institution, planning, Arabic Language Environment (ALE), Arabic as Foreign Language (AFL), learners.

For citation:

Zubair. K. M. A. A. (2024). Analyzing, Designing, Developing, and Enriching the *Arabic Language Environment (ALE)* among undergraduate AFL Learners. *Radinka Journal of Science and Systematic Literature Review*, 2(1), 249-261.

Introduction

Arabic Language belongs to the Semitic language family, closely tied to Islam and Arab culture, playing a significant role as the language foundation for religious teachings. Consequently, Arabic is widely studied by the majority of Muslims in various countries, with diverse purposes such as understanding religious teachings, communication, and more. Currently, in addition to being the language of the Qur'an, Arabic is extensively studied in educational institutions. Educational institutions face the challenge of creating and implementing language

curricula that can motivate and meet the needs of students who are increasingly exposed to cultural and linguistic diversity and may desire to engage in cross-cultural interactions (Hossain, 2024). Recent studies show that the younger generation is highly motivated to learn various foreign languages, driven by the belief that solely learning English is no longer sufficient in a multilingual environment (Getie, 2020). The current era of globalization facilitates language dissemination and encourages the modern generation to acquire skills in learning more than one language, reaping material benefits alongside acknowledging social mobility factors. Challenges faced by non-Arabic learners may be general or context-specific. Language learning is generally considered more demanding than language acquisition (Sirajudeen & Adebisi, 2012). Gradual involvement in the process of imitating native speakers through verbal interaction requires mastery of vocabulary and grammar in the target language (foreign language). Consequently, the communicative skills of users, developed through language acquisition experiences, tend to be stronger than those with learning experiences (Qiao & Zhao, 2023).

Arabic language learning in Tamil Nadu State of India is perceived to have not achieved success comparable to other languages. This is evidenced by some students, who face difficulties in communicating in Arabic after graduation. On the other hand, the reality shows that Arabic is considered a daunting challenge for students. They find Arabic difficult to learn, as its international standing is not as strong as English and French. However, Arabic is a priority for learning due to its unique and excellent competence. Arabic is the language used in the fundamental teachings of Islam, namely the *Qur'an* and *Sunnah* (Teachings of the Holy Prophet). Moreover, Arabic plays a role as a means of knowledge transfer, a communication tool, and expressing oneself both orally and in writing. One distinctive characteristic of Arabic, like other languages, is its rapid development, both personally and socially. Personally, language can develop in tandem with age and the speaker's proficiency (Hsieh & Wang, 2019); (Tergujeff, 2021). Socially, language evolves through relationships and communication among speakers. A good Arabic language learning system not only helps learners understand branches of knowledge but also facilitates language skills development. Therefore, the connection with the upcoming research is how crucial the formation of an "Environment"- is in demonstrating the uniqueness of the Arabic language itself.

Several factors create obstacles in Arabic language learning, divided into two types: academic and non-academic factors. Academic factors include sufficient duration, a supportive learning environment for language proficiency improvement, an adequate number of learners for language communication reinforcement, and the learner's proficiency level. Non-academic factors, such as learning area facilities, teaching tools, instructional media, teaching materials, finances, and transportation, also play a role (Montenegro-Rueda et al., 2023). Based on the mentioned factors, this study will focus on the learning environment. Essentially, the environment serves as a natural source of learning. The environment significantly influences an individual's language proficiency because it applies theories directly, acting as an assembly for language learners to practice what they have learned to achieve learning goals. (Rusticus et al., 2023), define the learning environment as the course design and organization, relationships, and the culture of students. Other conceptualizations of the learning environment emphasize the quality of the learning environment itself (Pedaste et al., 2015a); (Pedaste et al., 2015b). For example, Byrne, Hattie, and Fraser (1986) describe an ideal learning environment where the setting is a place for learning and achieving maximum performance.

Another example is a desired learning environment that is supportive, egalitarian, democratic, and orderly according to established rules and regulations. The formation of an Arabic language environment serves several functions, including:

- 1) habituating learners and the academic community to use Arabic for easier understanding through conversation implementation, meetings, sermons, and written expressions
- 2) providing opportunities for learners to apply Arabic through reinforcement of acquired material, and

3) fostering creativity and coherent Arabic language activities both theoretically and practically in informal, enriching situations.

Various studies on Arabic language environments have been conducted, focusing on language acquisition variations, both formally and informally. Other research has focused on discussing the resonance of "Language Environment" in enhancing Arabic language acquisition and managing Arabic language environment activities. Therefore, this research will focus on the types of programs/activities in the formation of the Arabic language environment and the planning of these activities, aiming to provide a construction for the development of programs in other undergraduate colleges.

Method

This research employs a descriptive qualitative method, relevant to the events under investigation, which is the cultivation of love for the Arabic language with an "Arabic Environment" implemented in one of the colleges in Chennai, Tamil Nadu, India namely The New College, Chennai affiliated to the University of Madras, Chennai, India. The reason for selecting this location is that, despite being a College for potential excellence, it is not solely focused on the study of traditional Islamic texts. The researcher implemented Arabic language programs in the collegiate environment, describing the on-site conditions, examining words and works, and analyzing behaviors.

Data for the research were gathered through observation (observation and recording related to the program's progress in the college), interviews (with policymakers, Associate Professors, Assistant Professors, and students), and documentation (in the form of research implementation activities in the college, curriculum documents, and others). This aimed to unearth data deeply and understand the overall existing issues. Participants in this study included the responsible party for the "Arabic Environment" program, an Assistant Professor with ten students selected from one language class as the sample from the undergraduate level students' population. For data truth testing, the researcher used the completeness of references technique and triangulation technique. After collecting the data, it was analyzed using the model by Miles & Hubermas in Sugiyono (2017), consisting of data display, data reduction, and verification or conclusion.

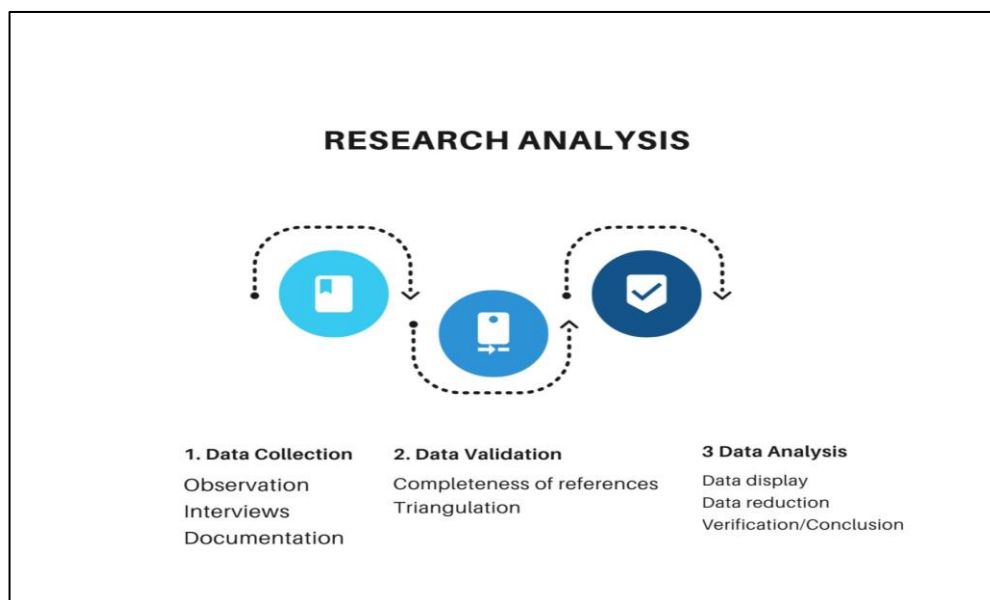


Figure 1. Research Analysis

Result and Discussions

Learning the Arabic language environment allows students to enhance their Arabic language skills and apply them in day-to-day life (Kasmantoni et al., 2022); (Abdelbary et al., 2023). In general, the environment is an area that involves human senses, especially hearing and seeing. The language environment is something that can be perceived (sound) and observed, influencing the language communication process (Hartman & Paradis, 2023). Communication can take place in restaurants and shops talking with friends, watching television, reading newspapers, or engaging in activities that provide opportunities to capture (sound) and observe everything related to the language being learned (Kim, 2020). It can be concluded that the Arabic language learning environment is a part that can stimulate the willingness of each learner to understand all language skills, such as listening, conversation, reading, and writing. Therefore, the formation of the Arabic language environment in the New College, Chennai, India is based on the determination and commitment of the teachers to create an Arabic language environment that can benefit students in the future. Several programs were established in the college to create the Arabic language environment with the assistance of program supervisors and teachers. The programs were organized at different intervals, including daily, weekly, monthly, and annual programs. The details are as follows:

Table 1. The programs were organized at different intervals

Program	Activity Types:
Daily Program	Vocabulary writing, Memorizing 7 vocabularies/ terminologies, Practice.
Weekly Program	Language class every Monday, Wednesday, and Saturday afternoon. Learning Arabic language skills, including speaking, listening, and reading every Tuesday morning in front of the auditorium. Arabic language demonstration activities on Tuesday afternoons. This aims to showcase Arabic language proficiency to teachers, students, and the entire school community, emphasizing the outdoor Arabic culture. Sermon activity in the mosque every two weeks on Thursday evening after the educational activity. The activity is conducted by representatives of language room members. Watching Arabic language educational videos after the sermon activity. Language class is open to the public (hostel students and outsiders) every Tuesday, Wednesday, and Thursday afternoons.
Monthly Program	Thanksgiving activities to strengthen bonds and evaluate the implemented programs. Organizing events tailored to occasions, such as specific events like the celebration of World Arabic Language Day on December,18, International Mother Language

	Day on February, 21, Students' Union Day in March, and organizing competitions to commemorate Student Day and so on.
Annual Program	Study visits to other Arabic colleges implementing the Arabic language culture, such as Islamiah College, Darussalam Omerabad Arabic College, Quaide-e-Millath College, and others. The aim is to study and deepen Arabic language learning methods.

From the above data, in the daily program, students learn to write, memorize, and practice acquired vocabulary. Vocabulary/ terminology is more easily remembered when they write and memorize it simultaneously. To maximize the use of vocabulary, they practice it in their daily activities. In addition to the daily routine program, there is also a weekly program implemented regularly. This weekly schedule not only applies to Arabic students in the New College but is also open to other students, who wish to learn the language. The allocation of time is well-organized to avoid overlapping activities. The implementation of activities is not confined to indoor spaces; there are also outdoor activities (Dwivedi et al., 2022). A monthly program has been established, featuring regular thanksgiving rituals to strengthen ties among responsible parties and their staff. It's not just a celebration; they also evaluate the ongoing activities by collecting reports to monitor program progress. This way, all encountered challenges can be addressed.

Enhancing Arabic Language Competence: Planning and Programs in the New College, Chennai

Together, and with successful existing programs, they aim to further improve their students. To welcome the students' skills, specific events like the celebration of World Arabic Language Day on December, 18, International Mother Language Day on February, 21, Students' Union Day in March, etc., are utilized. Competitions are organized, such as invocation and storytelling in Arabic, speeches, conversations, dramas, and more. Additionally, an annual program includes activities like benchmarking with other colleges implementing an "Arabic Language Environment (ALE)". This aims to study and deepen various methods used in the Arabic language acquisition system. By doing so, they can enhance and advance their program further in the future.

1. Planning Arabic Language Environment (ALE) Program:

The following outlines the planning of the "ALE" formation program to ensure the smooth operation of all programs and achieve language goals as envisioned in the established vision and mission. The breakdown is as follows:

2. Completeness of planning tools

The presentation regarding the completeness of planning tools for the "Arabic Language Environment (ALE)" formation program obtained from documents and available information is as follows:

Table 2. Completeness of Planning Tools

Aspects Examined	Availability (Yes)/ ✓	Availability (No)/ ×
Daily Program	✓	
Weekly Program	✓	
Monthly Program	✓	
Annual Program	✓	
Syllabus	✓	

Based on the above table, the elements of the planning tools for the "Arabic Language Environment (ALE)", formation program at the New College, Chennai encompass five aspects. These aspects include daily, weekly, monthly, and annual programs, along with the existence of a syllabus. These four programs are interconnected and mutually supportive. The table indicates that the responsible parties and their staff have planned the "ALE" formation program quite effectively. This is evident in the structured design of the programs and the presence of a syllabus. A crucial aspect of learning activities like Arabic is its alignment with a syllabus. The syllabus serves as a guide for the implementation of teaching and learning activities, outlining the framework of how these activities unfold. It's essentially an operational statement that details the elements of the learning activities, providing a step-by-step plan toward the desired goals. The presence of a syllabus aids in the development of planning, the execution of activities, and the evaluation of ongoing programs, ensuring that the program achieves its intended objectives.

Planning Elements

The following is the result of a documentation study on the planning elements of the "ALE" formation program in the New College, Chennai. The explanation is provided below.

Table 3. Completeness of Planning Elements

Aspects Examined	Availability (Yes)/ ✓	Availability (No)/ ×
Formulation of program objectives	✓	
Allocation of program implementation time	✓	
Determination of supporting teaching materials	✓	
Determination of supporting tools/media for the program	✓	
Determination of program implementation strategies	✓	

This table comprises five planning elements for the "ALE" program in the New College, Chennai. These elements include the formulation of program objectives, allocation of program implementation time, determination of supporting teaching materials, determination of supporting tools/media for the program, and determination of program implementation strategies. The completeness of these planning elements demonstrates that the implementation of the "ALE" formation program is progressing well.

Programs are established to achieve the goals, vision, and mission set by the New College. As known, in learning the Arabic language, there are four skills to be achieved: listening skills, speaking skills, reading skills, and writing skills. The "ALE" formation program in the New College supports the attainment of these language skills.

To ensure the effective implementation of the program, the planners align the program with the implementation time. The time allocation is carried out effectively and conducive to the conditions of the students (Akinyemi et al., 2019). If the students feel burdened by the activities, the results may not be optimal. Conversely, if they enjoy the activities without feeling overwhelmed, the results can be achieved maximally. This is also done to avoid sleepiness and reluctance among the students. Moreover, in the implementation of the program, there is a need for relevant teaching materials. This is intended to achieve the maximum effectiveness of the activities. The selection of materials is done gradually, starting from the daily vocabulary used in daily activities, expanding to vocabulary beyond daily activities, and progressing to contemporary vocabulary/terminology. The time spent each day memorizing vocabulary is not extensive due to the already packed schedule of the college. The presence of media as supporting tools for the program includes a projector, screen, sound system, blackboard, and more. The use of media is an effort to improve the quality of the learning process. These media can be utilized in the implementation of Arabic language program activities and support the development of language skills for the students. To complement this, for the program to run smoothly, there needs to be a strategic arrangement. Strategies are considered integral to the success of the learning program. The strategy employed to form "ALE" includes

4) Curriculum

The curriculum is a set of systematically organized and planned content and materials related to various teaching and learning activities aimed at achieving educational targets. The curriculum plays a crucial role in implementing the institution's vision and mission. The curriculum to be developed needs to be adjusted to the institution's vision and mission. An inappropriate curriculum will result in difficulties in achieving educational targets. The concept of the curriculum understood and implemented reflects the values and goals of the desired education. Therefore, the New College, Chennai has a well-thought-out curriculum in line with the institution's vision and mission.

Here is an overview of the curriculum implemented at the New College:

a. Formal Curriculum (ALE)

Core Learning Materials

Duroos Books (in three volumes): Students will intensively study Duroos books, covering the rules of grammar and morphology. Arabic Language: Focus on mastering the four Arabic language skills: listening, speaking, reading, and writing.

Extracurricular Activities

Lectures and Scientific Studies: Enhance understanding of religion and Islamic values. Arts and Culture: Develop students' creativity through arts and cultural activities. Sports: Maintain health and build character through sports activities.

b. Non-Formal Curriculum (ALE)

Daily Program

Vocabulary/ Terminology Writing.
Vocabulary Memorization.
Arabic Language Practice.

Weekly Program

Arabic Lesson Activity: Every Monday, Wednesday, and Saturday afternoon. Arabic language skills learning: Every Tuesday morning in front of the auditorium. Arabic language demonstration: Every Tuesday afternoon to promote (ALE) outdoors. Sermon in the mosque: Every two weeks on Thursday evening. Watching Arabic-language educational videos: After the oratory activity. Open Arabic Lesson for the public (Hostel Students and outsiders): Every Tuesday, Wednesday, and Thursday morning.

Monthly Program

Thanksgiving activities: Strengthening ties and evaluating related programs. Activities according to specific events: Competition to commemorate World Arabic Language Day on December, 18, International Mother Language Day on February, 21, Students' Union Day in March, etc.

Annual Program

Benchmarking activities with other boarding schools implementing (ALE).

The curriculum is designed by considering both formal and non-formal aspects. Duroos books and Arabic language materials are the main focus of the formal curriculum, while the ALE program emphasizes direct practice in daily activities. This reflects the college's commitment to achieving its vision and mission of creating an Arabic language environment.

Philosophical Aspects and Educational Outcomes Behind the Learning Process

Interview-Based Insights into the ALE Program Curriculum

Through interviews exploring the phenomenon of the curriculum in the ALE program in the New College, Chennai, it is evident that a tailored curriculum is a vital component of Arabic language learning. Aligned with the formation of ALE, the curriculum enriches vocabulary and plays a significant role in practical applications (Asmayawati et al., 2024). This aligns with the definition that language is a tool for communication. The curriculum instills expectations among students. Interviews reveal that students hope for further development and love for the Arabic language in the college, facilitated by the establishment of ALE supported by various language

programs (Salinas-Navarro et al., 2024). Success relies on the awareness, unity, willingness, and responsibility of all administrators and members to uphold, preserve, and expand knowledge of the Arabic language, achieving the aspirations of the college's founders. The established programs also support students in studying and understanding Duroos books while allowing direct practice both within and outside the college.

To ensure the smooth operation of the established programs, several learning components need to interact, referring to (Sparkes, 2009), including educators, learners, goals, materials, methods, tools, and evaluation.

- A. Educators and Learners (Students): Educators act as facilitators and mentors in teaching and practicing to shape **ALE**. Interaction between educators and students is crucial, supported by other support staff, to help master, manage, realize, maintain, and develop the Arabic language environment (**ALE**) for further progress.
- B. Goals: Defined goals provide educators with guidelines and targets to be achieved while assisting students in their learning journey.
- C. Materials: Students require instruction in grammar and morphology, along with the mastery of terminologies, ensuring that acquired terminologies are not just memorized but serve as a foundation to master and practice Arabic language skills.
- D. Methods: Appropriate teaching methods are essential to achieve the goals of **ALE** formation effectively.
- E. Tools/Facilities: Facilities support the success of **ALE**, including reference books or terminology dictionaries, resources to train and hone language skills, and more.
- F. Evaluation: After students' learning experiences, evaluations are essential to assess achievements and guide future teaching for continuous improvement.

The establishment of **ALE** reflects students' aspirations to demonstrate the importance of mastering the Arabic language, particularly within the college environment, providing benefits such as understanding and mastering linguistic fields and literature, etc., strengthening the mental capacity to practice it, enhancing fluency with an appropriate accent, and fostering a sense of togetherness and kinship.

5) Program Planning

Language environments are categorized into supportive and non-supportive, where a supportive environment plays a vital role in fostering language skills through audible, visible, or other influential activities. In contrast, a non-supportive environment contributes less to the manifestation of language skills (Nölle et al., 2020); (Junge et al., 2020). The Arabic language environment in the New College, Chennai is considered supportive, created through language learning by organizing various programs as mentioned. Interview insights into program planning for the formation of **ALE** reveal alignment with the curriculum, where the curriculum sets the target for learning implementation through various programs. Planning is adjusted to the formation of **ALE**, serving as a practical field for previously studied theory and material, which is the curriculum's target.

The institution doesn't follow mandatory guidelines for planning but employs the system, imitates, and modifies. This means that administrators and members continually evaluate each

program. If a previous program lacks relevance, they modify it to be more engaging and pertinent, both in presentation and execution.

Conclusion

In conclusion, forming the Arabic Language Environment (**ALE**) in the New College, Chennai, India involves various programs divided into four categories:

1. daily programs - writing terminologies, memorizing 7 terminologies, and practice,
2. weekly programs - language learning, Arabic skills, Arabic language demonstration, activities orations at the mosque, watching Arabic-language educational videos, and open Arabic language lessons to other students,
3. monthly programs- celebrations to strengthen bonds and evaluate the previous month, adjusted with related language competitions (
4. annual programs - exchange studies with language-oriented colleges, such as Islamiah College, Darussalam Omerabad Arabic College, Quaide-e-Millath College, and others.

To achieve the desired goals, they've established a planning program encompassing planning tools (daily, weekly, monthly, annual programs, and syllabi), planning components (formulation of program formation goals, determination of program implementation time allocation, determination of teaching aids/supporting materials, determination of program-supporting media, determination of program implementation strategies), institution vision and mission, curriculum, and program.

In general, the planning for implementing the Arabic Language Environment (**ALE**) in the New College, Chennai, India is well-structured. The evidence lies in the completeness of planning tools, planning elements, institution vision and mission, curriculum, and program planning. All stakeholders, along with their staff, collaborate to realize the formation of an Arabic Language Environment (**ALE**) within the college environment. The aspirations of the students align with the college's goals. However, a challenge arises from the administrative side, lacking a mandatory written guideline for program planning, leading administrators and staff to rely on the "system of observe, imitate, and modify", to continuously enhance each program.

References:

- Abdelbary, A., Panasci, L., & Solimando, C. (2023). Digital Platforms in Teaching Arabic Dialects. In M. Van Wyk (Ed.), *Technology in Learning*. IntechOpen. <https://doi.org/10.5772/intechopen.110672>
- Akinyemi, A. F., Rembe, S., Shumba, J., & Adewumi, T. M. (2019). Allocation of time in communities of practice: A strategy to enhance continuing professional teachers' development of high schools teachers. *Cogent Social Sciences*, 5(1), 1583629. <https://doi.org/10.1080/23311886.2019.1583629>
- Asmayawati, Yufiarti, & Yetti, E. (2024). Pedagogical innovation and curricular adaptation in enhancing digital literacy: A local wisdom approach for sustainable development in Indonesia context. *Journal of Open Innovation: Technology, Market, and Complexity*, 10(1), 100233. <https://doi.org/10.1016/j.joitmc.2024.100233>
- Dwivedi, Y. K., Hughes, L., Baabdullah, A. M., Ribeiro-Navarrete, S., Giannakis, M., Al-Debei, M. M., Dennehy, D., Metri, B., Buhalis, D., Cheung, C. M. K., Conboy, K., Doyle, R., Dubey, R., Dutot, V., Felix, R., Goyal, D. P., Gustafsson, A., Hinsch, C., Jebabli, I., ... Wamba, S. F. (2022). Metaverse beyond the hype: Multidisciplinary perspectives on

- emerging challenges, opportunities, and agenda for research, practice, and policy. *International Journal of Information Management*, 66, 102542. <https://doi.org/10.1016/j.ijinfomgt.2022.102542>
- Getie, A. S. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. *Cogent Education*, 7(1), 1738184. <https://doi.org/10.1080/2331186X.2020.1738184>
- Hartman, J., & Paradis, C. (2023). The language of sound: Events and meaning multitasking of words. *Cognitive Linguistics*, 34(3–4), 445–477. <https://doi.org/10.1515/cog-2022-0006>
- Hossain, K. I. (2024). Reviewing the role of culture in English language learning: Challenges and opportunities for educators. *Social Sciences & Humanities Open*, 9, 100781. <https://doi.org/10.1016/j.ssaho.2023.100781>
- Hsieh, C.-N., & Wang, Y. (2019). Speaking proficiency of young language students: A discourse-analytic study. *Language Testing*, 36(1), 27–50. <https://doi.org/10.1177/0265532217734240>
- Junge, C., Valkenburg, P. M., Deković, M., & Branje, S. (2020). The building blocks of social competence: Contributions of the Consortium of Individual Development. *Developmental Cognitive Neuroscience*, 45, 100861. <https://doi.org/10.1016/j.dcn.2020.100861>
- Kasmantoni, K., Aflisia, N., & 'Atiyah, I. M. (2022). Arabic Practice in the Language Environment I Mumarasah al-Lughah al-'Arabiyah fi Bi'ah Lughawiyah. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, 14(2), 470–485. <https://doi.org/10.24042/albayan.v14i2.12514>
- Kim, D. (2020). Learning Language, Learning Culture: Teaching Language to the Whole Student. *ECNU Review of Education*, 3(3), 519–541. <https://doi.org/10.1177/2096531120936693>
- Montenegro-Rueda, M., Fernández-Cerero, J., Fernández-Batanero, J. M., & López-Meneses, E. (2023). Impact of the Implementation of ChatGPT in Education: A Systematic Review. *Computers*, 12(8), 153. <https://doi.org/10.3390/computers12080153>
- Nölle, J., Fusaroli, R., Mills, G. J., & Tylén, K. (2020). Language as shaped by the environment: Linguistic construal in a collaborative spatial task. *Palgrave Communications*, 6(1), 27. <https://doi.org/10.1057/s41599-020-0404-9>
- Pedaste, M., Mäeots, M., Siiman, L. A., De Jong, T., Van Riesen, S. A. N., Kamp, E. T., Manoli, C. C., Zacharia, Z. C., & Tsourlidaki, E. (2015a). Phases of inquiry-based learning: Definitions and the inquiry cycle. *Educational Research Review*, 14, 47–61. <https://doi.org/10.1016/j.edurev.2015.02.003>
- Pedaste, M., Mäeots, M., Siiman, L. A., De Jong, T., Van Riesen, S. A. N., Kamp, E. T., Manoli, C. C., Zacharia, Z. C., & Tsourlidaki, E. (2015b). Phases of inquiry-based learning: Definitions and the inquiry cycle. *Educational Research Review*, 14, 47–61. <https://doi.org/10.1016/j.edurev.2015.02.003>
- Qiao, H., & Zhao, A. (2023). Artificial intelligence-based language learning: Illuminating the impact on speaking skills and self-regulation in Chinese EFL context. *Frontiers in Psychology*, 14, 1255594. <https://doi.org/10.3389/fpsyg.2023.1255594>
- Rusticus, S. A., Pashootan, T., & Mah, A. (2023). What are the key elements of a positive learning environment? Perspectives from students and faculty. *Learning Environments Research*, 26(1), 161–175. <https://doi.org/10.1007/s10984-022-09410-4>
- Salinas-Navarro, D. E., Pacheco-Velazquez, E., Da Silva-Ovando, A. C., Mejia-Argueta, C., & Chong, M. (2024). Educational innovation in supply chain management and logistics for active learning in Latin America. *Journal of International Education in Business*, 17(1), 148–169. <https://doi.org/10.1108/JIEB-07-2023-0050>

-
- Sirajudeen, A., & Adebisi, A. (2012). Teaching Arabic as a Second Language in Nigeria. *Procedia - Social and Behavioral Sciences*, 66, 126–135.
<https://doi.org/10.1016/j.sbspro.2012.11.254>
- Sparkes, A. C. (2009). Ethnography and the senses: Challenges and possibilities. *Qualitative Research in Sport and Exercise*, 1(1), 21–35.
<https://doi.org/10.1080/19398440802567923>
- Tergujeff, E. (2021). Second language comprehensibility and accentedness across oral proficiency levels: A comparison of two L1s. *System*, 100, 102567.
<https://doi.org/10.1016/j.system.2021.102567>