Learning Arabic Communication Through Virtual International Student Exchange Program: Sustainability Innovation in Language

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Abstract
Speaking skill is one of the basic skills that need to be mastered among student who majoring in Arabic language other than of reading, writing and listening, that is the process of learning language that student must go through in order to reach the minimum level of proficiency in the Arabic language. The Virtual International Student Exchange Program between the UniSHAMS and Naradhiwas Princess University acts as a model for sustainability innovation in language as the students can interact with native speakers in communication tasks. This interdisciplinary initiative supports the latest methodological principles observed in the Common European Framework for Languages (Council of European, 2001), such as autonomous and lifelong learning, self-assessment and peer-assessment as well as the incorporation of new technologies to the learning process. Additionally, the 'virtual' mobility is provided at no extra cost. The purpose of this study is to investigate the benefit and to identify the perception of Arabic language at UniSHAMS on the implementation of Virtual International Student exchange; inbound and outbound. This research work is a descriptive study that uses mixed mode research; quantitative and qualitative approach through a distribution of a questionnaire and an open-ended question. The study initiated with a pilot study to examine the questionnaire validity and reliability. The actual study has taken place where the sample consists of 30 students from UniSHAMS for inbound program and 29 students from Naradhiwas University for outbound program to answer the open-ended question. All

students who participated in this program interacted orally with the native speakers through Google Meet as the main platform and used pedagogical aids such as technology Augmented Reality, multimedia power point, Prezi, Kahoot, and Padlet. The results of the study found that students have diverse and mixed perceptions in terms of acceptance, attitude and motivation towards the program. Overall, it can be concluded that most students showed positive perceptions and very good acceptance of the program. Only a small number of students had negative perceptions and stated that the program was quite burdensome and had disrupted their learning process.

Keywords: International Student Exchange Program, Learning Arabic Communication, Sustainability Innovation in Language, Practice Arabic Communication in Student Exchange.

Introduction
One of the language abilities that any learner of a foreign language must acquire is the ability to speak or communicate in the target language accurately, fluently, and extensively. A student has the opportunity to convey their thoughts, suggestions, opinions, and interests through the act of speaking. According to Kayi (2006); Tomprou (2021); Kohl (2022), he process of speaking is the act of creating and sharing meaning in a variety of circumstances through the utilization of both verbal and nonverbal cues. Speaking is another sort of verbal language that takes place orally. The environment is among the aspects that significantly influence and impact the success of controlling the learning process especially in learning Arabic language. An Arabic-speaking environment is essential since it is always present, inclusive, and provides context for learning Arabic. If the Arabic-learning environment is conducive. Many other research has demonstrated a connection between the language environment and the ability to communicate in a second language. However, to succeed in their learning Arabic speaking skill, students must actively participate in the Arabic teaching and learning process. They participate in both academic and extracurricular activities as active students. They can join organizations, volunteer at major events, attend international conferences, and participate in international student exchange programs. According to Lindsey (2005), students who engage in foreign student exchange programs have the opportunity to improve their speaking language skills. Other scholars propose similar ideas, namely that studying a language in a country where the language is spoken is extremely beneficial for language acquisition, particularly for the development of oral skills. Furthermore, the influence of international student exchange programs can help develop Arabic as a second language in countries where Arabic is widely spoken. Nowadays, online technology helps teachers and learners in improving their linguistic proficiency and cultural understanding through online exchange programs. According to Yamada (2009), students who use computer-mediated communication frequently outperform their peers academically. Synchronous communication has been shown to improve overall communication skills and strategy, whereas asynchronous communication has been shown to improve confidence, particularly with language and grammar (Ware, 2005; Lee, 2009).

Literature Review
The Benefits of Participating International Students Mobility Exchange
Speaking a foreign language is a core skill that many languages education aims strive towards. Speaking is a way to communicate with people. There are a variety of methods for improving speaking skills in Arabic Speaking Skill. Alikulova (2020) Speaking is considered to be the most important of the four language skills in achieving successful communication in the modern

globalized world. The classroom is the best place to learn good communication skills, particularly speaking skills. Learner-centered classrooms, in which students speak in groups, have been shown to be more productive for language learning than teacher-centered classrooms. To achieve success in today's society, more communication skills and oral abilities are required. According to Thohir et al (2022) The "Probing-Prompting" Learning Model is a massively effective model that develops the Arabic Speaking ability of learners in Class VIII A at MTs Darul Ulum Magetan.

Furthermore, the researchers Suryanto et al (2022) discovered several findings related to the benefits of participating in international student exchange programs in this study. Firstly, getting international networks. Secondly, Connecting with speaking natives. Thirdly, having students practice their second language. Lastly, enhancing self-confidence. The results demonstrated that participating in international student exchange programs aids students in developing their second language skills.

Participating Arabic International Student Exchange Mobility
However, Environmental management is crucial for the achievement of an institution's learning process. Thus, Arabic language teachers at the STIBA Ar-Raayah 2022/2023 plan by learning procedures such as creating daily schedules. Create daily work plans, weekly work plans, monthly work plans, and annual work plans, as well as assessments and learning resources (University, 2022). To aid in the acquisition of Arabic language proficiency, Mohamad et al (2022) students require a language environment and real-life experience to boost their motivation and language proficiency.

There is a study on UiTM students' perceptions of the online communication program with native Arabic speakers from Morocco. Students' involvement in communicating with native speakers improved their confidence in speaking Arabic and applying all of the Arabic language skills they had learned (Mohamad et al., 2022). All students were aware of the program's benefits, which included increasing their speaking confidence, making new friends, gaining new learning experiences, and even enhancing their comprehension of other courses, namely Cross-cultural Pragmatics. This study demonstrated that students require a language environment and real- world exposure to improve their motivation and language proficiency.

Engaging with Native Speaker
According to García and Santiago (2014), as students can interact with native speakers in communication tasks, the Language Exchange Program between the Polytechnic University of Madrid, Spain (UPM) and the University of British Columbia, Okanagan (UBCO) serves as a model for sustainability innovation in language and culture engagement. This initiative supports the most recent methodological principles outlined in the Common European Framework for Languages. The Exchange Program discovered that learners are exposed to global technological environments enhances interpersonal communication skills and the development of a positive attitude, both of which are necessary for the nature of this type of initiative. Besides, this exchange program developed a sense of learning community. Simultaneously, in accordance with the CEFL guidelines on self- assessment and independent learning, learners become more aware of their own language acquisition and the problems they have with grammar and pronunciation, and they begin to be more conscious of the mistakes they make.

Improving Student's Employment Prospect

It can be argued that an institution or community needs to engage its students in an international exchange programme if it wants to produce graduates for the global job market with soft skills in addition to their academic knowledge. According to Hossain, Hoque, Khan & Kamil (2022) institution should inspire students participating in foreign exchange programmes and point them in the right direction for achieving the desired results. It should be noted that 70% of Daffodil International University's (DIU) students come from Bangladesh's rural regions, where the socioeconomic situation is less stable. But due to financial difficulties, many deserving and insolvent students miss out on the chance to participate in the foreign exchange programme.

Using Low Technology in Virtual Learning for All Students

However, according to individual differences in learning styles and aptitudes, learning is a complicated process. Noni & Basri (2019) the potential of WhatsApp recording chat-based in stimulating students' self-confidence and motivation in speaking everyday conversations in order to familiarise themselves with producing second language sentences e.g English, Arabic, Mandarin etc (Hazrati et al., 2019). It shows the significance of using mobile learning to support and engage teaching and learning in an appealing, affordable and enjoyable manner. The findings indicated that students improved day by day while communicating via WhatsApp. They also adopted this practice as a habit. Furthermore, there was no fear of making mistakes, and the need for everyday connection, collaboration, and communication was encouraged. Students with poor self-confidence and motivation were also engaged as WhatsApp group members, with assistance and inspiration from peers and lecturers. This type of mobile learning is best used to complement formal education.

Sustainability in International Exchange Mobility Program

In achieving the status of a nation in tandem with developing countries, the Sustainable Development Goals Agenda (SDGs) 2030 is an impetus for knowledge researchers in Malaysia to implement a sustainable development agenda, among them based on quality education Along with the advent of the internet for everything (Internet of Things) and IR 4.0 (Industry Revolution) i.e. controlled by digital tools and introducing future educational models by focusing on digital, smarter, mobile, comprehensive, virtual education and skills development (Lukman, 2022).

Sustainable Development Goal 4 (SDG 4 or Global Goal 4) is referring to quality education and is among the 17 Sustainable Development Goals established by the United Nations. SDG 4 aims to provide people with quality and easy access to education in addition to other learning opportunities regardless of their ages, religions, gender, ethnics and everyone should has education. One of SDG's targets is to achieve universal literacy and numeracy. A major component in acquiring knowledge and valuable skills including soft skill and hard skill in the learning environment such as school, university, and other education institutions (Sayed, 2020).

In this challenging world of limited resources universities play pivotal role in order to prepare and educate student to meet sustainability challenge in the future. As we see the virtual international exchange student programme is associated with education, society, environmental and economic sustainability (Okeniyi, 2013). In order to meet high education

ministry requirement, every university is required to do exchange programme to help student in experiencing learning process beyond not only in the class at one campus. Inter study more effective use of resources on one's campus and beyond, such as an university set a team teaching with colleagues from difference campus. Thus, it will result education for sustainable development promote competencies among students and teachers like knowledge transfer, culture transfer, collaboration between two university in other than education, critical thinking, imagining future prospect such as career after graduation, future scenarios, and making decisions in collaborative way between universities. Universities in Malaysia and other countries are working on looking for global and local opportunities in order to give ways to student trainings locally or globally, to prepare students for future, however exchange programmes are expensive and not affordable by student, plus difficult to handle by the administrator and lecturers in an university.

However, the UniSHAMS encourages its students to reach a good level of proficiency in the Arabic language, even there are many Arab lecturer here, the university want student to experience language – culture awareness, exploration of nuance multi-dimensional perspective in their respective field of study before graduation from university. All UniSHAMS graduate have to prove that they can use second language at the necessary level specified in the Common European Framework for Language (CEFL).

With the presence of technology nowadays, it helps teachers to create virtual learning space, the virtual learning close the distance between people from far, it is not only reduced communicate distance but it also improves language proficiency and develop intercultural awareness in Second Language Teaching and Learning (SLTL). The virtual program also promotes virtual experiences, adding new flexibility, affordable to all level student especially B40 students, time prospects, venue independent, and the student can experience learning second language with its native speaker. In addition, facilitate international collaborative work between universities and lecturers in different countries and with different academic cultures.

The Virtual International Student Exchange Mobility program between the UniSHAMS and Princess Naradhiwas University acts as a model for sustainability innovation in language and culture engagement. Using a case study to analyse the impact of virtual approach on learning enhancement and language-culture awareness, by investigating the benefit and identifying the perception of learning Arabic language at UniSHAMS on the implementation of Virtual International Student exchange; inbound and outbound between UniSHAMS and Princess Naradhiwas Universtiy, Thailand.

Student's Profile
The Virtual International Student Exchange Mobility program had two target populations: third- and fourth-year Bachelor's degree holders majoring in Islamic studies at UniSHAMS who also take Arabic classes, and collaborators from Thailand's Princess of Naradhiwas University (PNU) who major in Islamic Law and take Arabic classes. In total, 59 students are participating, with 30 from UniSHAMS and 29 from PNU Academics from UniSHAMS and PNU together manage each slot as scheduled. All students in this program participated orally with native speakers of Arabic via the Google Meet platform. UniSHAMS students who took part in the mobility program had STAM (Sijil Tinggi Agama Malaysia) certificates, had passed the university-level Arabic placement test, and had a current CGPA of 3.0 or higher. Therefore, it is

easier for lecturers and instructors to assist students directly and effectively when they are participating in the Virtual International Student Exchange Program, which conducts virtual classes and activities using Arabic as the only language used.

International Exchange Mobility between UniSHAMS and PNU And Its Methodology
On 12th to 16th of June 2022, Kulliyyah of Arabic Language, UniSHAMS has successfully organized a virtual international student exchange mobility program or known as inbound mobility. A total of 29 students from the Academy of Islamic and Arabic Studies, Princess of Naradhiwas University, Thailand have participated in the program online and using the Google Meet platform.

The mobility program which lasted for five days was the first time organized at UniSHAMS virtually during Covid-19 Pandemic as resulted to emergency remote teaching and learning (ERTL). One of the main objectives of this mobility program is to give students the opportunity to experience studying abroad and exposing them to multi socio-cultures and environments. This program also aims to collaborate the activities under the Memorandum of Understanding (MoU) that has been signed by both universities.

Various activities have been prepared and give direct exposure to students to communicate in Arabic with native speakers who are Arabic lecturers themselves.The program took place for five (5) consecutive days online using the Google Meet as a main platform. The language activities slot also using educational technology platform such as prezzi, multimedia power point, technology Augmented Reality and etc. The completion of the program is in the form of virtual activities conducted by Kulliyyah of Arabic Language lecturers, UniSHAMS and a lecturer from the Language Center, UniSHAMS.

The language activities have been conducted using Arabic medium of instruction, such as introduce the Kulliyyah of Arabic Language, UniSHAMS, teaching functional Arabic language, practical grammar and expression, Arabic cooking show and acquiring its vocabulary. The participants were then tested on their level of understanding regarding the information that had been obtained through the kahoot, quizziz application. The result showed that using those applications were positive which participants were paid attention and focus on the information given because the majority of participants have answer the questions correctly.

The advantage of this virtual international student exchange mobility program lies in the completion of the program conducted by lecturers who are native Arabic speakers themselves. This means, the participants seem to be urged to practice this language when its name is called, and this is something positive in the language learning process. Apart from that, the use of various applications and mediums in the activity materials also contribute to the effectiveness of the language learning process, considering that it is a necessity in today's studies.

The strategy of calling the student's name, being questioned, being instructed to do something is one of the effective techniques because language teaching is not one-way. On the other hand, optimal involvement of students is required to ensure that the language learning process achieves its goals.Among the responses filled in by the participants through the "My Artistic Padlet" and google form of survey application to express their perceptions, happiness

and excitement in participating in this program even though it is conducted online, but it is still beneficial and they hope that it can be organized every year.

While the second phase, Outbound Mobility, has been successfully implemented from 17th October 2022 to 21st October 2022, which was during the Mid-Semester Holiday at UniSHAMS. A total of 30 students of the UniSHAMS Bachelor Degree of Arabic program were sent virtually to participate in this program organize by the Academy of Islamic and Arabic Studies, Princess of Naradhiwas University, Thailand. The advancetage of this second phase program lies in the special slot given to a lecturer in Kulliyyah of Arabic Language UniSHAMS to present his research paper to the students and lecturers of the Academy of Islamic and Arabic Studies, Princess of Naradhiwas University and also attended by participants from UniSHAMS.

Methodology of the Study
Research Design
This present study used the quantitative research were using questionnaire as a main tool to investigate the benefit and to identify the perception of Arabic language at UniSHAMS on the implementation of Virtual International Student exchange; both inbound at Sultan Abdul Halim Mu'adzam Shah International Islamic University (UniSHAMS) and outbound at Princess Naradhiwas University (PNU) during COVID-19 pandemic. Thus, a descriptive and qualitative approach was used. An online platform, 1. Google Form was used to collect data using the research instrument and analyse it statistically to answer the research question and 2. Padlet was used to know the benefit of the student exchange programme.

Respondents
This study was carried out during Covid-19 Pandemic as resulted to emergency remote teaching and learning (ERTL) and also restriction going abroad by the ministry of education Malaysia for academic purpose such International Exchange Programme by distributing a questionnaire to 30 undergraduate students for inbound international exchange programme and 29 undergraduate students participated in this study. Based on data collection of qualification level, the majority 59 students are studying at a bachelor's degree level. To be brief, the respondents for inbound International Exchange Programme are students who studying at degree level were taking bachelor of Arabic Language with different level of years and semester at Sultan Abdul Halim Mu'adzam Shah International Islamic University (UniSHAMS) and. For the respondents for outbound International Exchange Programme are students who studying at degree level were taking bachelor of Islamic Law at Princess Naradhiwas University (PNU), Thailand.

Research Instrument
The present study, researchers used primary data where this data is obtained from structured questionnaire as research instrument that carried out in this data. This questionnaire was adopted from a structured questionnaire by (Mohamad et al., 2022). The questionnaire was adopted and modified according to the suitability of the current research which to explore to investigate the benefit and to identify the perception of Arabic language at UniSHAMS on the implementation of Virtual International Student exchange; inbound and outbound. This questionnaire consists of 2 section, first section is Students' Perception on the Delivery of Course during the Virtual Mobility Program, second section Section B: Benefits gained by

students from the programme. A total of 16 items with using Likert Scale. The students were required to select one of the following as a measure of the items, in which, 5= strongly agree, 4= agree, 3= neutral (neither agree nor disagree), 2 = disagree, and 1 = strongly disagree.

Before the actual study takes place, researchers conducted a pilot test in order to determine the reliability of the research instrument. Although the instrument was checked and validate by expert. The main research instrument was pilot tested to 10 students of UniSHAMS. The Alpha Cronbach was used to analyse the reliability of the research instrument and its 16 items of the questionnaire. The Alpha Cronbach was scored a: 0.9 which means that the developed instrument is reliable and acceptable to be used for actual data collection of the research.

The table 1 Alpha Cronbach shows that reliability value 0.90 of the current questionnaire and it greater than 0.70 show high consistency. Thus, the adapted questionnaire survey can be used for collecting data. And for open question, the researcher uses Padlet as the source of obtaining the response from the participants as well, thus, an open questionnaire was raised in the Padlet for this purpose.
Question 1: How do you feel about the Arabic Language Mobility program at UniSHAMS?
Question 2: What is the most delightful slot during the program?
Question 3: What are the future improvements for the program?

Data Collection Procedure
The researchers have used appropriate statistical instrument in collecting data to ensure that this study achieve the objective of the research. following the selection of the instrument and tested it with pilot study. The result showed the questions are acceptable and then distribution it among students during the pandemic COVID-19. Their responses to the questionnaire were used as primary data statistically. The respondent selected the 5-point Likert scale of the questionnaire whereby (Strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and 5 = strongly disagree = 1).

Data collected using Google form was screened, cleaned, and transferred to Statistical Package for Social Sciences (SPSS) for analysis. A calculation was then analysed statistically for 16 items of the questions the scores were added together, and then the frequency, the arithmetic mean, standard deviation, other statistical were calculated.

Results and Finding Discussion
Following data analysis, the following results were obtained and presented in Tables 2, 3, 4,5 and 6. Table 2 presented the descriptive statistic of the 30 participants from UniSHAMS, 20 were female (66.6 %), while 10 (33.3 %) were male participants. Table 3 reveals that the majority of the participants (n= 17, % =56.7% SD=9.2) agreed that the program was smoothly conducted even though via online, and the learning materials were equipped and suitable for online learning. Moreover, the participants strongly agreed on observing the program as well-organized, logical, and consistent (n=14, %=46.7% SD=11.3), meanwhile, the same number was recorded for the agrees. Table 3 also indicated that the majority of the participants agreed (n=19 %= 63.3% SD=7.8) that online discussions will contribute to student's learning. However, the opinion was refuted by a minority of the participants (n=1, %=3.3 SD=20.5).
Table 4 shows the effectiveness of course lessons in which the participants collectively agreed (n=15, %=50.0 SD = 10.6) that the course lessons are intellectually challenging. Meanwhile,

they also mutually agreed (n=15, %=50.0 SD = 10.6) that the course materials provided by the lecturer will contribute to their learning in Arabic language.

Table 5 discussed the role of instructor in online learning. The participants mutually agreed (n=15, %=50.0 SD = 10.6) that the instructor will provide timely feedback. They also agreed (n=15, %=50.0 SD = 10.6) that the instructor will give a chance for the participants to learn from each other. In addition, the participants in majority (n=14, %=46.7 SD = 11.3) agreed that the instructor will be responsive to the requests or in queries though out the program. They also agree that the instructors will treat the participants with respect.

Table 6 concentrated on the benefits of the program conducted whereby most of the participants agreed (n=18, %=60 SD = 11.3) that the program helped them in enhancing their Arabic communication skill on top of 12 participants strongly agree (n=12, %=40 SD = 12.7) that the enriching the skills are vital. This program also was meant to increase the student's motivation and interest in learning Arabic in accordance with a majority (n=16, %=53.3 SD=9.9) of the participants strongly agreed on the matter mentioned. The participants also agreed (n=14, %=46.7 SD=11.3) that this program promoted the knowledge of Arab culture. In addition, this program also a base for the participants to level up their confidence in converse in Arabic language by 28 of them agreed and strongly recommended of successfulness of the program. The participants strongly agreed (n=18, %=60.0 SD=8.3) that this program should be conducted yearly, and they also strongly agreed (n=16, %=53.3 SD=9.9) on the excitement to converse in Arabic throughout the program.

Additionally, the participants from Princess Naradhiwas University were asked to comment on the three major questions raised on the wall in the Padlet platform. The results are as follows:

Question 1: How do you feel about the Arabic Language Mobility program at UniSHAMS?All the respondents are very positive about the program and they stated that they have learnt a lot from the program, as seen in the responses below.
- I like this program very much, but I would love it even more if I could go do this activity together there (in Malaysia) and don't forget to thank all the teachers and ustaz lukman who gave us all knowledge.
- I feel happy and enjoy this program.
- I feel like I like this program and can improve my language even though 5 days is such a short time, but it is very valuable. I would also like it if there is a good program like this next time. Thank you, teachers at UNISHAM, thank you all, teacher Mohd Lukman Al hakim.
- I feel like I've been following this program for 5 days, I think I've learned a lot about Malaysia that I didn't know before. and study with teachers who have expertise and are very happy to join. And I want to thank UNISHAM for giving knowledge and giving new experiences to share. and add knowledge no more or less firmly I would like to thank everyone involved in this program. And I want to apologize to the teachers and all the staff who didn't answer, but I want to say thank you even more. and hopefully we will meet in sha Allah.
- I am happy to participate in this event because it is my first time participating. I have gained a lot of knowledge and experience and want to continue this activity.
- Alhamdulillah, it feels good to be able to learn and gain new knowledge.

- I am very happy and happy with this program and thank you to all the teachers.
- Alhamdulillah, I am very happy that there is a program like this. I thank the teachers who gave me knowledge during the week.
- I really enjoyed it with all the teachers. Also, the sequence in the presentation of the topics is very wonderful and beautiful, and I have the honor to be honest with the teachers who speak their language except for the Arabic language.
- this program is a very special program for me, and I am happy to be able to participate in this event, God willing, the knowledge gained in this program will be used for me in the future. Thank you for the opportunity given to us this time.
- I like this program and I thank the teachers who give me the best study knowledge, God willing, I want this program to happen every year.
- I feel happy with this program, and I thank you so much that I can get this knowledge.

For Question 2: What is the most delightful slot during the program? Most of the respondents love to answer questions in Quizz and Kahoot platforms. The response can be observed as follows

- Answer the questions in the quizizz
- many like especially Quizz, Kahoot programs
- answer questions in Quizz and Khoot
- Play or answer questions in the quizizz program.

One of respondents would take the opportunity to address that the program conducted in a fun way by saying

- Love and admire every program. When learning, there is interaction, teams talk to each other. and the one I like the most is at the end there is a quiz that I have learned like revising at the same time.

For Question 3: What are the future improvements for the program? The respondents do not add any improvise matter but instead of repeating the advantages and benefits gained during the program. The responses are:

- very good for me as a student of Islamic studies and God willing, I will take advantage of this program to use in my daily life and in the future and I will memorize the prayer that the teacher shared. In the end I really like this program
- can take advantage of this program to use in my studies.
- This program is very good for me and God willing, I will take the knowledge I get from this program to use in my studies and God willing, I will see you again.

Discussion
This study yielded new series of information about the Learning Arabic Communication Through Virtual International Student Exchange Program which was involving UniSHAMS and Princess Naradhiwas Universtiy, Thailand students. The findings shows that the participants are very satisfied as overall result with the program conducted. The data was collected by using two methods namely, Google Form and Padlet as research instrument.

Overall, the students are very delightful of participating in the program. The participants agreed that the program was smoothly conducted even though online. It was described as a well-organized, logical, and consistent via online discussions. It also leads to

student's contribution of learning the course. The lessons provided in the program is intellectually challenging in which they increase the students' understanding in Arabic language.

The instructor also played a vital role in program while they provided instant feedback by responsive to the requests or in queries to the participants and give a chance for them to learn from one to another throughout of the program. The result expected is the participants will enhance their Arabic communication skills the enriching the skills.

On top of that, the program theoretically was meant to increase the student's motivation and interest in learning Arabic deeper by educating the knowledge of Arab culture. By blending the traditional and modern elements of teaching and learning, the participants are delighted to enjoy the program especially answer question by playing Quizz and Kahoot platforms at the end of program. Besides, this program also a base for the participants to level up their confidence in converse in Arabic language the excitement to converse in Arabic throughout the they were only allowed to speak in the mentioned language.

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