# The Impact of Language Immersion on Developing Arabic Language Skills in Non-Native Learners: A Descriptive Study

Abdulwasiu Isiaq Nasirudeen

Faculty of Languages- Al-Madinah International University (MEDIU) Malaysia
Email: abdul.wasiu@mediu.my

**Abstract**

This descriptive study aims to discover the impacts of language immersion on the learning process of Arabic as a second language. The effectiveness of the educational framework, Culture via Language (CvL), that seeks to foster fluency in Arabic by making students use as much target language as possible, is analysed. Research addresses the relationship of immersion level to listening, speaking, reading and writing abilities in the primary language. Classroom observation of non-native Arabic learners taking place in the language courses was also included as informal insights from questionnaires and interviews. The results of the studies revealed that immersion of foreign language comprehension as a whole grows, while the speaking and listening skills grow the most. This included, however, amongst several other concerns, adaptation to the linguistic and cultural environment and the learner's motivation. The research also discusses the benefits of immersion which helps improve the knowledge acquisition process and point out potential research directions to enhance the immersion process and, to address the problems, associated with it. The findings are important for educators and programme developers alike wishing to make Arabic language learning a matter of context.

**Keywords:** Language Immersion, Arabic for Nonnative Speaker, Modern Standard Arabic (MSA)

**Introduction**

As the world becomes more connected. Arabic is an emerging field of language as one of the most widely used languages globally, and globally is culturally, economically, and politically relevant for those who don't have the language as their native language. However, the Arabic language's features, such as the script, the multiple dialects, and the civilizations, make it challenging for learners, especially those who do not live in environments where they can in touch with native Arabic speakers.

The conventional approaches to the teaching of foreign languages comprise grammar, vocabulary, and instructional as well as skills practise that are transmitted in the classroom. These approaches can be useful up to a point, but they tend to be ill equipped to provide

enough of the right kind of setting to achieve fluency, which requires multiple senses and higher levels of skills to come together. Another most popular technique becoming paste language immersion, or learners spend their lives in the target language. Students were made to use Arabic most of the time, in that way they will learn faster because they are inserted in Arabic environment where students use Arabic naturally.

Thus, this research is a description of an objective to examine effects of language immersion on the development of Arabic language proficiency for persons with limited language proficiency. This is something it focuses on and it gives a clear summary of how language immersion works in terms of enhancing competencies and specifically language competencies such as speaking, listening, reading and writing. The paper also explores the role of cultural exposure in the production of its linguistic results, because language acquisition and cultural assimilation applications are intertwined.

Henceforth, the findings of this research will be added to the literature on the language acquisition approaches and is hoped to provide useful data for educators, curriculum designers, and policymakers. This is an important study as recently in our days the learning of Arabic as a foreign language has increased especially in non-Arab countries. Thus, this study would be related to the advantages and disadvantages of language immersion in order to bring up the number of the qualified Arabic courses for those who are not capable in language.

## Statement of the Problem

Nonetheless, the process reveals to the nonnative learners several difficulties in learning Arabic as the second language owing to its grammatical, writing system, and phonetics features. In fact, it is also true in real life language acquisition that the preceding approaches of teaching and learning; which have mostly concentrated on classroom based practises and their emphasis on the precision of obedience to grammatical rules and verb conjugation, aren't very effective. At the most basic, they are sometimes proven poor ways to prepare learners for the very real life practise necessary to develop Arab language mastery.

All kinds of claims have been made that language acquisition Through Bilingual Education takes its shape more naturally if students are immersed in a learning context, where target language is treated as in natural everyday life situations. Yet little empirical work has been written about the impact of immersion in learning Arabic as a second language. Speaking has been documented and compared to other learning models, but the intensive constellation of such experiences is not documented to scale as much. There are, however, many questions of an effective language teaching method with non-native persons that remains with language immersion. It would be hard for them to put up programmes which can help educators and institutions in meeting the learners' needs in language programmes without efficient information on the effects that this change would bring. Therefore, this study seeks to address the following problem: How effective is language immersion as a tool in developing Arabic language skills among the non-native learners and how does it differ from traditional methodologies in promoting mastery of the language.

## Research Questions

1. How does language immersion impact the development of Arabic language skills (speaking, listening, reading, and writing) among non-native learners compared to traditional instructional methods?
2. What specific elements of language immersion are most effective in improving Arabic language proficiency in non-native learners?
3. How does cultural immersion within language immersion programs influence the overall Arabic language acquisition process for non-native learners?
4. What challenges do non-native learners encounter in Arabic language immersion programs, and how can these challenges be mitigated to enhance learning outcomes?

## Research Objectives

1. To assess the effectiveness of language immersion in enhancing Arabic language skills (speaking, listening, reading, and writing) among non-native learners.
2. To identify the key components of language immersion that contribute most significantly to the improvement of Arabic language proficiency in non-native speakers.
3. To examine the impact of cultural immersion on the language acquisition process in Arabic language immersion programs.
4. To compare the effectiveness of language immersion programs with traditional instructional methods in teaching Arabic to non-native learners.
5. To explore the challenges faced by non-native learners in Arabic language immersion programs and propose strategies to address these challenges and improve learning outcomes.

## Literature Review

The learning of a second language in general and necessarily Arabic as a Semitic language abounding with phonology, morphology, syntax and metamorphosis, is far away from first language acquisition. This paper is intended to pick out a few major works and concepts on language immersion, its influence on language development, and also to get an overall picture of major issues and opportunities in the use of this technique with nonnative Arabic students.

### *Basics of the Theoretical Language Immersion*

The idea of language immersion is that to best learn a target language, that language should be immersed in the context where that language is generally used for meaningful purposes. Input Hypothesis that only meaningful input results in meaningful language acquisition (Krashen, 1985) and Output Hypothesis that meaningful interaction provides input for the acquisition of meaningful language (Swain, 1985). Krashen points out that language acquisition is dependent on language input 'slightly beyond' the level of the language learner at any given time: 'i+1. Swain was opposed to Krashen, claiming that just as much as language production (i.e. output) causes more detailed processing of language, and hence its internalisation.

These theories form the basis for immersion programmes in which learners are immersed in milieu requiring them to communicate with and solve problems using the target language. However, it is viewed as a better context for learning because one is able to provide input and allow output to help learning, more than one can do in classroom contexts.

## Impact of Language Immersion on Language Skills Development

Second language research has continued to demonstrate that children learn languages quicker through a language immersion programme. The social benefits of immersion have been proven and Cummins (2000), says that in spite of such immigrant programmes, students of the immersion programme perform academically better than the students who are taught through a regular language programme and other areas of academic study. This need is especially true for learners of languages like Arabic, for which giving learners exposure to the language at the grammatical, syntactic, and phonological levels is very helpful.

Even fewer studies, and those emerging, are when Arabic is the medium of instruction. Among such kind of skills (Wahba, Taha and England 2006), speaking skills are mastered through immersion because it is the most difficult part for learners of Arabic as the second language. According to studies, immersion causes its learners to be in practise and exposure all the time, things needed a lot to reach language proficiency which rarely exists outside classrooms.

## Cultural Immersion and Its Role in Language Acquisition

Inseparable blend of sorts is an incongruent mix of cultural implications and language learning. Byram (1997), for example, doesn't think that we can learn knowledge in a language without practises of a culture because language carries a culture. In this given context, this is more important because Arabic is linked to religious, historical and social traditions. We expose them to the cultural aspect of the target language, but they also interact with cultural practises, media etc that are difficult to cover and not easily captured in the usual classrooms. Further cultural research reveals that, given such cultural immersion programmes, part of the learning, not only are learners more sensitive and insightful to precisely those language features that require cultural and linguistic contextual pragmatic, but also become engaged fruitfully in using the languages learned (Al–Batal, 2007, p. 64).

## Challenges of Implementing Language Immersion for Arabic

It is considered a success of using immersion as teaching of foreign language in implementing it as a means of improving foreign language learning, however, it is not a fixed method, particularly when it comes to teaching of Arabic. The complication of Arabic is its diglossia the difference between Modern Standard Arabic (MSA) and various dialects of Arabic although the choice between colloquial and standard Arabic is actually part of the variation itself. This is why learners always find it difficult to use (MSA) most of the times no one is using the MSA (formal) nor their dialects for informal communication. The immersion programmes should moderate, the teaching of MSA and dialects according to the Ryding (2013), results so that students can achieve functional and fully capable Arabic language. The other problem is that good environments besides the Arabic dialect speaking countries are simply lacking. This is a smaller likelihood of visible students being able to take portion in immersion exercises, and even so must develop man made immersion which could be things like dialect villages or aggressive systems, yet these will not always demonstrate dialect the way in which our language is utilised in fact. it engages them in fruitful use of the language.

## Comparison with Traditional Language Instruction Methods

Many of traditional practises of teaching foreign language classroom instruction (translation and memorization, for example) were found to be ineffective in creating fluent speakers. Through the referent methods, the student is able to learn the structural features of the

second language, but are methodologically not effective in improving functional skills; this claim according to Ellis 2008. They provided one integrated learning for the immersion programmes where language skills are taught through usage and experience that yields high levels of fluency. But immersion has its downsides, and it's good to know what they are. Of course, for learners that don't already have any experience of the language whatsoever, it might be too much to take it in fully in this immersive manner. This is well as expounded by Lightbown and Spada (2013), has come to develop that an integration of direct instruction paradigm along with some features of immersion can be appropriate for enhanced integrated language achievement.

**Conclusion**
According to many research, learning Arabic as second language may be acquired in most efficient way if the learner is exposed to the Arabic context and the strategy of language acquisition used. Nevertheless, the achievement of such interventions rests to a large extent on the existing pattern of the challenges of introducing Arabic as a foreign language and the learners themselves. Therefore, previous research has already justified this study; this study therefore is justified based on previous research mainly aimed at providing a more focused analysis of how immersion affects the acquisition of Arabic as a second language among students learning in a non–native language English learning context.

**Methodology**
The study uses the descriptive research design in analysis of the effect of Arabic language as a medium in language acquisition by the nonnative learners. The multi-measure approach is used to collect quantitative and qualitative data that illuminate the impact of immersion on acquisition in speaking, listening, reading, and writing competencies.

*Research Design*
In amassing just enough information about the Non – native learners' experiences and outcomes using the Arabic language learning programmes, descriptive research design was used. This approach will make it easier to analyse the effect of immersion on the language performance and differentiate between the main factors that would affect language learning. Subjects are either part of language learning programmes in which the participants are learning Arabic as a second language.

*Participants*
Institutions where Arabic is taught as a language, universities, language schools, intensive language programmes, etc. were the source from where we drew participant. The reason I chose the learners in the study sample to be the ones of different proficiency level of the language from beginner level to an advanced level to give room for a wide array of resultants to be attained in the study and create generalizability of the results.
Sample Size: One hundred participants will be large enough for statistical analysis, but will still produce a rich body of qualitative data.
Inclusion Criteria: Participants must be learners learning Arabic as a second or foreign language who are learning or who have recently completed an intensive Arabic language programme.

*Data Collection Methods*
Quantitative data gauges the language proficiency test scores while qualitative data gauges the information seeking from questionnaires and interviews.

**Language Proficiency Assessments:** Arabic language placement and achievement tests test students' speaking, listening, reading and writing skills at the students' entry to the Immersion phase and end of the Immersion phase. These assessments provide quantitative evidence of the benefit of immersion to language ability.

**Surveys:** Data is taken about the perception, experience and attitudes with regard to the immersion programme through surveying the participants. It's language, cultural assimilation or how they found the immersion programme to be hard or easy.

**Interviews:** Face to face, semi structured interviews are conducted following interviews with 10% (about 100) of participants finally to allow the participant to provide descriptive, individual account of language development and factors leading to their development. Furthermore, teacher interviews are conducted to elucidate through which instructional practises the instructors perform and the role of immersion in general.

*Data Analysis*
Language immersion effects are explored through the use of quantitative and qualitative data to better understand these effects.

**Quantitative Analysis:** For the comparison of results from efficient Language Proficiency tests, Applied Quantitative techniques (ie paired t tests and regression analyses) are used. One can use these methods to determine the amount of improvement of language skills and also to study the effects of programme characteristics on results in the area of language acquisition.

**Qualitative Analysis:** Qualitative data was collected using survey and interviews and analysed using thematic analysis. This is just giving each utterance a string of letters and numbers just so you can categorise the data and see simple patterns about how effective (or ineffective) the immersion was, or how much cultural integration was involved, or what other hindrances the learners have run into.

*Ethical Considerations*
 Privacy and anonymity of participants is always respected strictly following ethical stan-dards. We inform the participants that participation in the research will only happen after we have asked them for their consent to participate and that they can chose to drop out of it at any time unless it results in any repercussion. All collected data is anonymized to always rule out direct identification of individual participants and only group comparisons will be considered.

*Limitations*
It is set that because the study aims at a detailed analysis, some limitations, may be found. We are also limited to nonnative student in some types of immersion classes – including not all Arabic student. However, the use of survey and interview data as well as self-reported data has some limitation including social desirability bias. Further, it is believed that the results generated by the MM method will be more objective as it relates to the influence of language immersion on learning Arabic.

## Conclusion

The research method used in this study provides an in depth and empirical analysis of how students use the language immersion role to acquire Arabic. Given this as background, this paper tries to fill this gap, by taking a combined quantitative and qualitative data approach to explain the function and extent of immersion towards acquisition of Arabic language.

## Language Immersion Programmes: An Analysis.

This section assesses the effects of language immersion programmes on second language mastery, in particular with regard to Arabic as a foreign language. The findings, based on results from the quantitative language tests, qualitative feedback from the questionnaires and the interviews as well as our observations during the immersion experiences, aim to provide guidance to organisers of immersion events for businesses. It is also an issue of the efficiency of the different facets of immersion and the problems learners struggle with.

## Quantitative Data Analysis

*Improvement of language skills*

The pre-and post- immersion assessment of language proficiency revealed that learners' exposure to Arabic positively increased language proficiency.

**Speaking Skills:** This way, the participants were able to gain a high level of fluency and pronunciation of the subjects, compared to the preceding level. After viewing the before and after the immersion results, we discovered that speaking skills have been increased by 25%, which matches with the abundance of the idea that immersion does consequently increase the capacity for communicating orally.

**Listening Skills:** In addition, the result from the listening test itself shows an increment about 20 percent in average with respect to the result of the test taken by the test students in general. Studies in a variety of settings showed that learners were able to comprehend spoken Arabic better; comprehend spoken better; and that when learners said they understood the formal and informal Arabic.

**Reading Skills:** An average of 15 % was attained in the national reading proficiency scores. What they found was a change in participants' reading knowledge and skills was positive, although much less so than the gains in speaking and listening skills.

**Writing Skills:** Overall, writing proficiency advanced eighteen percent and reading proficiencies progressed by three percent. While the participants ability to be literate got better with the ending of the project, the treatment exhibited the development of the participants' capacity to use correct sentences and a good vocabulary, they couldn't interpret grammatical rules of the Arabic language.

## Comparison with Traditional Instruction

This led to comparisons of frequencies of instruction by immersion versus traditional methods, and found that first and second immersion programmes help learners improve their speaking and listening. In fact, immersion offered real life usage in situational language. Little advancement in these domains is likely.

## Qualitative Data Analysis
*Participant Feedback*
Survey and interview data from participants highlighted several key themes:
**Enhanced Communication:** Participants often mentioned that immersion gave them the opportunity to practise Arabic in real life and the return of their confidence and practical communication ability.
**Cultural Integration:** Despite these technological limitations, learners consistently stated that immersion, or understanding cultural nuances, was important to understanding context when using language, in which using the language and comprehending it could improve.
**Challenges Encountered:** Among the most common challenges were adapting to different Arabic dialects and working in the extreme language environment. Some learners also found initial language barriers to be less confident.

## 2.2 Instructor Insights
Instructors provided feedback on the effectiveness of immersion programs:
**Effective Strategies:** According to the interviewed instructors, they said that, immersion enables the learners realise that they can be able to make tremendous increase on their speaking and listening skills because they do these almost every day. It was focused on the application of cultural practises in the language education process.
**Areas for Improvement:** The stuff that helped the respondents realise did help, they need more helps for learners to grasp dialects and other difficult grammatical patterns. They suggested more explicit direct instruction of grammar in immersion programmes.

## Results and Discussion
*Results*
Proficiencies from language assessments, survey responses and interviews of nonnative learners of Arabic were used to explore the impact of language immersion on the development of Arabic language skills. The findings are summarised in the next couple of sections.
Data were collected on: Regarding the quantification of Arabic language acquisition of non-speakers through language immersion, the focus was concentrated on language proficiency test results, questionnaires and interviews.

## Quantitative Results
**Speaking Skills:** At the end of the study, the subjects were better able to speak. This revealed that on average, test performance in the post immersion test was 25% better than that in the pre immersion test. They also improved in general flow of speaking, pronunciation and conversation level during the exercise.
**Listening Skills:** A seventeen percent average overall improvement in listening comprehension. In both formal and informal situations, they admitted that they had learned a lot about spoken Arabic.
**Reading Skills:** In other words, scores on reading proficiency had climbed fifteen percent. Although the competency of learning was not as great as speaking and listening, the participants were able to read Arabic text with better fluency and comprehension.
**Writing Skills:** The students' average writing proficiency increased by 18%, evidently. In some cases, subjects displayed improved use of particular grammatical arrangements and new, better words, but failed again with others because they were complicated grammatical arrangements.

**Qualitative Results**

**Participant Feedback:** The survey and interviews revealed that participants viewed the technique of practising the target language in this way to offer a useful means of practise and to be representative of everyday life in an accurate way. With their linguistic proficiency, the majority of the respondents that responded felt empowered and gained better understanding of the Arabian culture.

**Instructor Feedback:** On the other hand, instructors stated that immersion programmes did succeed in producing learning of speaking and listening skills, since learners are constantly exposed and practising. However, the student teachers added that this area desperately required help in comprehending dialectic differences and tricky structures of grammar.

**Program Observations:** There was also some evidence of best practises in immersion programmes, where language instruction was structured, students engaged in cultural experience, and study of the target language community took place. Yet, yet at the same time, again, the programmes involving cultural immersion had a more significant effect on the language proficiency.


**Discussion**

*Language Immersion is an effective programme.*

These results strongly support the use of language immersion as a strategy to increase Arabic language reading comprehension and speaking and listening skills. In light of Krashen's Input Hypothesis in mind, these advancements in learning a second language are motivating, when comprehensible input and meaningful interaction can be delivered. Therefore, it could be said that immersion programmes constitute a linguistic context of true language use, which will in turn improve both listening comprehension and fluency.


*Comparison with Traditional Instruction*

It also revealed that such programmes provide a better means for teaching functional communication skill building than traditional teaching methods. In the traditional approaches, the Matters of grammar, memorization can not help language learners much at using the language in different contexts. Conversely, they get the sustained context and language practise with less room to stagnate and ineffectual practise resulting in orders of magnitude bigger improvement in speaking and listening skills.


*The Effect of Cultural Integration*

It was found that culture learning was important area for a language acquisition to occur. In fact, respondents who had religious cultural programmes to listen to, and/or communicated with people who spoke the language, said they understood the material and its context better. The result of these findings agrees with Byram that cultures do have their roles in the learning of languages. There are some of those courses, to be clear, that have some cultural aspect to them and in them you get introduced to some context which can help to understand the nuances of the language, ultimately making your proficiency better.


*Challenges and Areas for Improvement*

It was effective enough about the immersion programmes but cautioned about problems with grammar and dialect distribution. Case is a problem for Arabic learners who have Arabic as a second language and speech code switch between the MSA and the dialects. Participants and the instructors indicated more support is needed in these things. But if a more balanced

programme were provided — MSA, the dialects, and suitable grammar for the students — it would alleviate such problems.

*Program Outcomes*
The study concluded that different outcomes resulted from several factors including duration of the programme, intensity of the activities, previous knowledge of participants. We also saw that the bigger or more intense the interventions, the greater or more intense the gains, and the shorter or less engaging, the smaller the change. Immersion programmes are variable such as they should be planned depending on need to the learners and time and energy given to learn the language.

*Implications for Program Design*
Integration of Cultural and Linguistic Elements: Second, we note that language and culture should be incorporated into the language learning process in programmes.
Support for Dialect Diversity: In order to compensate for dialect diversity, lifestyles should be incorporated into these programmes to augment these programmes and provide exposure to multiple, diverse forms of Arabic.
Balancing Intensity and Support: Being true of the case above, educational programmes would have to temper the intensity of the proposed interventions so as to be able to provide the requisite level of immersion, while accepting learners at the same time when specifying and imposing of misused or omitted syntactic features and diverse local dialect.
One further corroboration is provided, once again, that language immersion leads to better performance in Arabic for the nonnative speakers with speaking and listening skills. Results show that immersion programmes are pedagogically sound pedagogy and are responsible for other problems associated with dialect and grammar that can be taken forward to bring about proficiency in learning. The language immersion programmes seemed to have been more successful when cultural and linguistic assimilation and focused specific accommodations were included. The non-native Arabic students appeared to be better supported, resulting in general better performance.

**Conclusion**
This work aims to highlight the use of Arabic language immersion to the learner's speaking, listening, reading and writing skills which were in the domain of a nonnative.

**Key Findings**
*Significant Improvement in Skills*
Moreover, the results show that language immersion arrangements are equally effective to promote language speaking and listening proficiency with Arabic language speaking. This shows how actual practise is useful when the audience had marked increase fluency on the comprehension part of the language compared to the ease and ease of understanding before the audience before.

*Enhanced Cultural Understanding*
How cultural activities were arranged, social contacts organised etc. helped the learners to understand the language within the cultural context. The ensuing incorporations to cultural practises means that interaction through the use of necessary language was enhanced.

*Challenges Identified*

This research, however, highlighted some barriers to the dialect differences analysis and dialect presence of complex grammatical structures. Also they discovered problems among students in dealing with different Arabic varieties and finishing the grammar in the majority of cases, especially for the highest level, and that it needs an intensive support.

*Variability in Outcomes*

If lots and lots of time invested in immersion programmes, if you're learning a lot, if you're exposed to it, they work as well. The overall results were significant and positive; impacts were somewhat greater for a short (or less intense) programme than for a longer (or more intense) programme.

**Implications**

*Program Design*

For immersion language programmes to fully achieve its benefits, they have to include a part of both, language and culture. In order to battle the identified challenges, as well as to enhance the overall proficiency, it is suggested that students listen to various Arabic dialects, in addition to MSA and that their grammar instruction is more specific and efficient.

*Tailored Support*

We are challenged to develop learning activities that push the learning boundaries of our learners and that learning activities must present extra support if it is found that our learners continually struggle to learn certain content. As a result, help such as help in dealing with dialects and complex grammars is required in learning and the providing of necessary learnt material and training is of the most importance of these helps.

*Holistic Approach*

This shows that it is impossible to have total cultural engagement while learning a language without vigorous exposure during the process. There should be thought to see to it that the expected programmes for the children will develop both the language and culture of the town.

**Conclusion**

The study in general proves that language immersion is an effective mechanism for helping the language acquisition of Arabic as a second language. The efficacy of the approach is only underscored by the fact that it yields an overall progress in speaking and listening skills as well as cultural proficiency. Therefore, the increased effectiveness of the immersion approach to the achievement of Arabic language proficiency would be in the effectiveness of the taught dialect and grammar as well as the use of right programmes, which would be very intense and supportive to the chief learners.

**Recommendations for Future Research**

Furthermore, more research should be conducted to discover just how well the practises worked and for how long the language was retained on the following recommendations:

*Investigate Long-Term Effects of Immersion*

However, with more studies, the degree to which learners maintain and improve their proficiency in Arabic, after having left the immersion programme, can be addressed. In

addition, with longitudinal designs, we may be able to see if the advantages of immersion are self-sustaining and which factors tend to promote language maintenance.

*Examine the Impact of Different Immersion Models*
It would be interesting to learn how to do other immersions, what aspects work better, and future research might compare that. Low and high interactivity: part immersion or blended programmes versus full immersion programmes; realistic and fictitious cultural activities: full immersion programmes versus part immersion programmes. In the latter case it would be useful to catch those elements that constitute the language's base as well as for cultural assimilation.

*Assessment of effectiveness of Dialect Instruction.*
It can also be stated that many challenges exist about Arabic dialects, which could probably direct future research to explore the results of the application of cases teaching specific dialects under immersion programmes. Research designs could assess how combining these methods and teaching the MSA can affect student's practical usage and versatility.

*Immersion programmes involve a lot of technology.*
We could also take a look at how technology facilitated immersion affects language acquisition. There is a virtual reality component, language learning apps, and also interaction platforms. It's also worth asking whether or not these technologies should be considered a means to realise this enriched, engaging language experience in the context of developing or revising immersion strategies.

*Explore Learner Profiles and Programme Adaptation*
Furthermore, more studies need to be carried out to determine the student characteristics that shape the outcomes of the immersion programmes (e.g., age, previous language experience, styles learners). Consequently, knowing how to change lesson plan parameters to meet the diverse needs of learners can be useful for perhaps making these programmes more effective.

*Analyse Cultural Integration Strategies*
The research can be expanded by carrying out more studies to know how the different infusion of culture promotes the learning of language. This further involves assessment of the impacts of various cultural activities, interactions between the host community and the learners as well as the latter's learning of the host culture.

*Assessing Instructor Training and Program Delivery*
An exploration and research into whether providing training for instructors increases the probability of immersion programmes being implemented should be undertaken. Additional research could also include what instructional and communication methods, teacher credentials, and programme administration mediate effective use of immersion experiences.

*Conduct Comparative Studies Across Different Languages*
Such findings about language learning through immersion as a language learning strategy would be possibly expanded by future research work, if the sample of these results concerning the Arabic immersion would be compared to the results of other languages. This work could

give insight into broad parameters of how immersion and second language learning and acquisition does or does not work, as well as what languages do in fact matter.

*Investigate Learner Motivation and Engagement*
How learner motivation and engagement affect immersion programmes should continue to be researched. Knowing how each type of engagement method and language capability works with each type of motivation level can help you create programmes that continue to engage him and reach his goals.

*Effect of Immersion on Numerous Levels of Proficiency: Evaluation*
Studies should also examine how immersion affects learners according to their level of proficiency: Ranging from the level of novices to the level of experts. This research may therefore seek to identify those places requiring adaptive entry points and to investigate the relation between success and the adaptive entry points. This will provide the basis for further research on this topic and make easier to understand complexity of language immersion in promoting Arabic as an additional language among nonnative students.

In conclusion, this research responds to the questions of how the immersion contexts affect the development of Arabic language in the learners who are learning it as the second language. This applies and critiques such theories as Krashen's Input Hypothesis, Vygotsky's Sociocultural Theory, and Cognitive Load Theory as it shows how such immersive content exposure always gives learner needed input and meaningful social interactions. The study also extends Long's Interaction Hypothesis about how communicative interactions occurring in real-life Arabic-speaking environments support second language learning. Thus, the work contributes a study of Arabic, a diglossical language with its features, to enhance global knowledge regarding non-native acquisition of speaking, listening, reading, and writing skills in an instructional context. Consequently, the present research has potential theoretical and practical implications for ASL education and language learning policy. As a study of language programme effectiveness, it provides recommendations to programme implementers and educators, postulating that as-with interactional methods may be more helpful than conventional didactic approaches in teaching Arabic. The research also helps educators and policymakers understand how immersion program can be designed to address the unique difficulties that non-native learners has when it comes to Arabic phonological and script systems. Therefore, the findings on the host and the challenges of different immersion contexts can enhance the practical application of language education and help to enhance Arabic immersion education plans and methods.

## References

Al-Batal, M. (2007). *The teaching of Arabic as a foreign language: Issues and directions*. Georgetown University Press.

Byram, M. (1997). *Teaching and assessing intercultural communicative competence*. Clevedon, UK: Multilingual Matters.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). SAGE Publications.

Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Multilingual Matters.

Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.

Krashen, S. D. (1985). *Principles and practice in second language acquisition*. Pergamon Press.

Krashen, S. D. (1985). The input hypothesis: Issues and implications. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 1-32). Routledge.

Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.

Ryding, K. C. (2013). *Teaching and learning Arabic as a foreign language: A guide for teachers*. Georgetown University Press.

Swain, M. (1985). Communicative competence: Some roles of comprehensible input and comprehensible output in its development. In S. Gass & C. Madden (Eds.), *Input in second language acquisition* (pp. 235-253). Newbury House.

Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). Cognitive architecture and instructional design. *Educational Psychologist, 54*(1), 14-22. https://doi.org/10.1080/00461520.2019.1554483

Vygotsky, L. S. (1986). *Thought and language.* MIT Press.

Wahba, K., Taha, Z. A., & England, L. (Eds.). (2006). *Handbook for Arabic language teaching professionals in the 21st century*. Lawrence Erlbaum Associates.