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0.05 =α
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Effect of Language Immersion Program On Improving Malaysian Students' Arabic Language Speaking Skills In Jordan

Abstract

The purpose of this study was to investigate the effects of a language immersion program on improving Malaysian students' Arabic Language speaking skills. To achieve this goal, a quantitative method was used, and there is an instrument: oral test. This program has been applied, over a period of five months, on 17 first-year Malaysian students, who are studying Arabic Language and Literature at the Faculty of Arts, Yarmouk University, during the academic year (2012/2013). T-test was used for the interrelated samples (Paired Samples T-Test). The results of the study showed the impact size of this program on the speaking skills which scored 64.0%.The results also revealed statistically significant differences between the mean of pre and post tests concerning speaking skills, which equaled 8.76%. In light of the results, the researchers recommends hiring a proposed language immersion program to aid in the improvement of speaking skills and in the teaching Arabic language for non -Arabic speakers.

Keywords: Language Immersion Program, Speaking Skill, Teaching Arabic Language For Non Arabic Speakers.

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.(Daly & Engleberg, 2005)

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.(Levelt, 1989)   self-monitoring

.(2011   2011   )

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.(Oxford & Crookall, 1990 Cohen, 1996

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(Hughes, 2003)

(Bahrani, 2011)

(Bahrani & Sim,2012)   (Bahrani & Soltani, 2011)

(Ma R., Ma Z., & Wang, 2012)

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Fluency   :

(Gorsuch, 2011; Skehan, 2003)

(2005   )

.(2012   )

.(De Jong et al., 2011)

Communication   :

.(2009   )

.(2005   ) Stammering

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Vocabulary   :

.(2011   )

(Mc Vey, 2007)

.(2010   )

Structure   :

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.(2006   )

Accent   :

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(Wardhaugh, 1993)

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facilitators
.(Feuer, 2009; Met, 1993)

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Language Immersion Program

Luan & Guo, 2011)

.(Cummins & Swain, 1986 1995

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.(Rugasken & Harris, 2009; Walker & Tedick, 2000)

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(2011   2011   2011).

(2002).

:   Immersion

Bilingual   1965

Saint Lambert   .

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(Swain, 1982).

(Cummins & Swain, 1986).

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.(Lord, 2010)

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: Language Camps

Summer Immersion Programs Out-

Door Language Programs . (Chowan, 1997)

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(Ormrod, 1995) :

1. Jean Piaget's Theory
2. Meaningful Learning Theory
3. Social Cognitive Theory
4. Social Learning Theory

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American Council on Immersion Education (ACIE)

.(Met, 1993)

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.Skype						Twitter						Facebook

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(Milliman, 2010)										.

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: ‏(Milliman, 2010)

‏Middlebury-Monterey ‏:

. ‏Language Academy

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: : ‏(Feuer, 2009)

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: ‏(Park, 2009)

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(Reid, 2006)   :   :

University of Vermont   .

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(Wighting, Nisbet & Tindel, 2006)

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.(Luan & Guo, 2011)

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(Bakir, 2007) .

(Rosni, 2012)

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Directed Interview

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3- (Hughes, 2003)

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Pearson

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.2013/2/28   2012/10/2   -8

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Pearson   -2

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(Paired Samples T-Test)   (   )   -3

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.Effect Size   Cohen   -4

:Language Immersion Program

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Teaching Second &   Immersion Education

.   Foreign Language

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.(2002   )

Facilitators

Chowan,)

.(1997   "   Language is Fun

.(Rugasken & Harris, 2009)

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298

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.(Walker & Tedick, 2000)

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(2006)

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(%70)   .

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Grammar-Translation Method   **-1**

(Richards & Rodgers, 1986)

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Direct Method   **-2**

Natural Method

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.(Stevick, 1982)

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Audio-Lingual/Visual Method   **3–**

.(Stevick, 1982)

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Communicative Method   **4–**

.(Richards & Rodgers, 1986)

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0.05=α

(   )

Paired Samples)   ( )

(T-Test

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(1)

.001	**.738	
.007	**.629	
.003	**.676	
.000	**.804	
.000	**.799	
.000	**.920	

(0.01 = α)   **

(1)

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(( )

.   (2)   (Paired Samples t-Test)

(Paired Samples T-Test)   ( )   **(2)**

0.953	.000	16	*-18.000	.59	1.29		
				.71	3.41		
0.961	.000	16	*-19.799	.51	1.41		
				.77	4.29		

0.936	.000	16	*-15.275	.47	1.71		
				.75	3.76		
0.753	.000	16	*-6.983	.51	1.59		
				.87	2.53		
0.585	.000	16	*-4.747	.62	.53		
				1.05	1.29		
0.640	.000	16	*-5.339	2.00	6.53		
				3.37	15.29		

* $(\alpha = 0.05)$

2   :

-1 $(\alpha = 0.05)$

(0.000) $(\alpha = 0.05)$ 2

(   )   (2.12)

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Effect Size

(Cohen, 1998)   (0.953).

(95.3%)

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-2 $(\alpha = 0.05)$

(0.000) $(\alpha = 0.05)$

2   (   )

(2.88)

Effect Size

.(0.961)   (Cohen, 1998)

(%96.1)

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(0.05 = α)   -3

(0.05 = α)   (0.000)

(   )   2

(2.05)

Effect

:(0.936)   (Cohen, 1998)   Size

(%93.6)

.

(0.05 = α)   -4

(0.05 = α)   (0.000)

(   )   2

(0.94)

Effect Size

:(0.753)   (Cohen, 1998)

(%75.3)

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(0.05 = α)   -5

(0.05 = α)   (0.000)

(   )   2
(0.76)

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(Cohen, 1998)   Effect Size
(%58.5)   :(0.585)
.

(0.05 = α)   -6

(0.05 = α)   (0.000)
(   )   2
.   (8.76)
Effect Size
:(0.640)   (Cohen, 1998)
(%64.0)
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(Pacific Policy Research Center, 2010)
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(Luan & Guo, 2011)

(Liu & Samimy, 1998)

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(Reid, 2006)   (Chausse, 2008)   (Feuer, 2009)

.(Wighting, Nisbet, & Tindall, 2006)

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(%96.1)

(%58.5)

Communication Method

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(1999)

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Scaffolding

Vygotsky

Zone Of Proximal Development

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Actual Development Level   :

Potential Development

.   Level

.(Ormord, 1995)

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Bandura   Modeling

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22-24   2011.

.(1999)   . :   .

.(2001)   .

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27-28   2011.

.(2011)   .

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.(2002)   :   . :

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.(2005) .   :

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.(2012) .   –   :

.(2003   :   –   )

.(2005) .   :   .   :

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279-263 ( ) . .

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Fluency

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Communication

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3. إِذَا تَعَرَّضَ بَيْتُكَ لِلسَّرِقَةِ وَفُقِدَ مِنْهُ مَبْلَغٌ مِنَ المَالِ وَبَعْضُ مُمْتَلِكَاتِكَ الثَّمِينَةِ، وَتُرِيدُ أن تُقَدِّمَ بَلاغًا لِلشُّرْطَةِ بِذَلِكَ، فَكَيْفَ سَتَشْرَحُ لَهُمْ مَا حَدَثَ؟

Vocabulary

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Structure

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.5 .4 .3 .2 .1	Fluency
.5 .4 .3 .2 .1	Communication
.5 .4 .3 .2 .1	Vocabulary
.5 .4 .3 .2 .1	Structure
.5 .4 .3 .2 .1	Accent

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