Arabic Public Speaking in Malaysia: Enhancing Vocabulary and Confidence through Psycholinguistics

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Abstract: This study explores the impact of Arabic oratory on vocabulary acquisition and public speaking confidence among students in Malaysia, where Arabic is mainly learned for religious purposes. The research aims to assess the effectiveness of Arabic Public Speaking (*khitabah*) in enhancing language retention and building self-assurance in public speaking through a psycholinguistic approach. Using a mixed-methods design, data were collected from 30 Form Four students at Maktab Mahmud Yan through qualitative interviews, classroom observations, and quantitative pre- and post-tests. The findings show a 20% improvement in vocabulary mastery and a 50% increase in public speaking confidence following weekly oratory sessions. Psycholinguistic strategies, such as voice projection and positive reinforcement, were instrumental in reducing student anxiety. The study introduces a novel integration of Arabic oratory with psycholinguistic techniques, demonstrating a dual impact on language proficiency and confidence. This research suggests that embedding Arabic oratory in language curricula can significantly improve both vocabulary acquisition and speaking skills, offering a holistic method for language development in similar educational contexts.

INTRODUCTION

In language education, particularly in multilingual and multicultural contexts like Malaysia, acquiring proficiency in a second or foreign language is a multifaceted challenge[1]. One critical aspect of language mastery is the ability to use vocabulary effectively and confidently in real-time communication, especially in public speaking. Public speaking, or oratory, offers learners the opportunity to actively apply new vocabulary, reinforcing their learning and building confidence. In the case of Arabic, a language that is not widely spoken in Malaysia outside of religious contexts, it is even more important to find effective methods to enhance vocabulary acquisition and instill public speaking confidence in learners[1].

Arabic oratory or arabic public speaking, known as *khitabah*, has long been integrated into Arabic language education in Malaysia. The practice not only helps students learn vocabulary in a meaningful context but also supports their

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development in fluency and formal communication[2]. Despite its presence in some educational settings, the effectiveness of Arabic oratory in enhancing vocabulary acquisition and building self-confidence in public speaking has not been thoroughly explored. This presents a gap in the literature, particularly when considering the psycholinguistic elements involved in language learning[3].

The aim of this study is to investigate the role of Arabic oratory in improving students' vocabulary acquisition and their confidence in public speaking. Previous research has shown the importance of public speaking as a tool for language development, particularly for encouraging spontaneous use of vocabulary[4]. However, the intersection of public speaking, psycholinguistics, and vocabulary enhancement in Arabic education remains underexplored. Studies have largely focused on memorization and linguistic theory without delving into the psychological impacts of oratory on students' confidence and fluency[5]. Arabic oratory has long been valuable in Arabic language education, enhancing proficiency and confidence, especially in non-native contexts[6]. Research shows that structured speaking practices boost language retention and self-assurance, aligning with psycholinguistic theories on the importance of real-world language use for vocabulary acquisition[7]. Techniques such as suggestopedia and positive reinforcement have proven effective in reducing anxiety and enhancing learner engagement[8].

In Malaysia, Arabic is mainly taught for religious purposes, which limits spontaneous language use[9]. Integrating oratory into curricula helps students apply vocabulary confidently in real-life scenarios. Additionally, body language

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[9] Harun Baharudin, Khairulaizam Abdul Rahman, and Nurazizah Maarup, "The Size and Depth of Arabic Vocabulary among Students in Malaysia's Selangor Religious Secondary Schools," *International Journal of Academic Research in Business and Social Sciences* 13, no. 7 (July 10, 2023): 345-361, https://doi.org/10.6007/IJARBSS/v13-i7/17709.

and voice projection are shown to improve confidence, while supportive feedback fosters motivation to overcome stage fright.

This study builds on previous work by integrating Arabic oratory with psycholinguistic strategies, addressing gaps in research on non-native Arabic learning through practical, confidence-building methods. This research addresses this gap by applying a psycholinguistic approach to Arabic oratory, specifically focusing on how suggestion (suggestopedia) and repeated practice in public speaking contribute to improved vocabulary retention and increased confidence. The study involves a combination of classroom observations, interviews, and vocabulary tests among students in various Islamic institutions in Malaysia, who regularly participate in *khitabah* sessions.

METHOD

This study employed a mixed-methods approach[10], integrating both qualitative and quantitative techniques to examine the impact of Arabic oratory on vocabulary acquisition and public speaking confidence among students at Maktab Mahmud Yan, Kedah, Malaysia. The study focused on 30 Form Four students, aged 16 to 17, with an equal gender distribution of 15 male and 15 female participants, selected through purposive sampling based on their active involvement in Arabic learning and interest in enhancing speaking skills.

Data were gathered using semi-structured interviews[11], classroom observations[12], and pre- and post-tests to assess vocabulary mastery and speaking confidence. The interviews provided an in-depth understanding of students' experiences with Arabic oratory, while observations captured their engagement and challenges during oratory practice. Weekly Arabic oratory sessions were conducted over two months, where students prepared and presented short speeches on various topics, receiving feedback from peers and teachers to encourage improvement.

For data analysis, thematic analysis was applied to qualitative data, identifying themes related to students' attitudes, challenges, and confidence development. Quantitative data from vocabulary tests were analyzed using paired t-tests to determine the statistical significance of improvements. Triangulation was used to enhance reliability by cross-verifying data from interviews, observations, and test results, ensuring the robustness of the study. While based on a small sample, the findings offer valuable insights into the potential of Arabic oratory in enhancing vocabulary and confidence in a Malaysian educational context.

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RESULT AND DISCUSSION

The most important aspect of delivering an Arabic speech is memorization. While students may not yet have fully memorized their speeches, it is crucial to continue supporting and encouraging them to come forward and present according to their level of memorization. When students come forward to deliver their speeches, it's important not to give too many comments or critiques. The main goal is to have them practice standing in front of the class, so they get accustomed to speaking in front of their peers. By consistently encouraging them to come forward without overloading them with feedback, they will gradually become more comfortable and confident in presenting in front of others in the future. The emphasis should be on building the habit of public speaking, allowing them to gain familiarity and ease with the process over time.

This structured approach helps students practice the essential components of a speech: beginning with a proper opening, confidently delivering the main content, and concluding with a clear, meaningful ending. Even if the speech is short, this process allows students to experience the full cycle of public speaking, building their confidence incrementally with each opportunity. By focusing on delivering well-prepared introductions, content, and conclusions, students gradually overcome nervousness and develop stronger speaking skills, especially as they see their peers progressing in the same way.

Psycholinguistic Strategies for Managing Anxiety and Building Confidence

Anxiety, characterized by excessive worry, is a common experience for many individuals. However, it can be effectively managed through various methods such as public speaking, self-recording through vlogging, or engaging in interactions via virtual reality (VR)[13]. These approaches not only help individuals confront their anxiety but also foster personal growth and confidence in communication skills. One key aspect of psycholinguistics in fostering confidence during public speaking is understanding how the mind processes and manages anxiety in such situations[14]. When standing before an audience, it is natural to feel nervous—this initial nervousness is common and likely to persist to some degree.

However, a psycholinguistic strategy that can help mitigate this anxiety involves focusing on the speech itself rather than the audience's reactions[15]. By consciously raising one's voice and directing attention to the content and delivery of the speech, the speaker can become immersed in the meaning of the words they are articulating. This shift in focus allows the speaker to concentrate on their

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[13] Patrik D. Seuling, Nathaly S. Czernin, and Miriam A. Schiele, "Virtual Reality Exposure Therapy in the Treatment of Public Speaking Anxiety and Social Anxiety Disorder," *Neuroscience Applied* 3 (2024): 104074, https://doi.org/10.1016/j.nsa.2024.104074;

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[15] Nur Hanifansyah and Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia.," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN* 12, no. (2) (2024): 263–78, https://doi.org/10.23971/altarib.v12i2.9082.

message and enjoy the rhythm and flow of their voice, effectively tuning out the potentially intimidating gaze of the audience. In this way, the act of speaking becomes a form of cognitive engagement, helping to diminish self-consciousness and allowing confidence to grow organically as the speech progresses.

Then, we offer advice to the students by saying, "Do not lock your hands." This means they should raise their hands slightly so that their elbows don't press against their sides. This way, during the Arabic speech, their hands will naturally move in sync with the rhythm and flow of their voice. Allowing their hands to move freely helps create a more dynamic and engaging delivery, as the movement complements the intonation and emotion of their speech. This technique helps them feel more expressive and at ease while speaking in front of an audience.

A key aspect of psycholinguistics in building confidence is leveraging audience responses effectively. If someone laughs during a speech, rather than feeling embarrassed, speakers can view the laughter as a sign of success—an indication that they have captured the audience's attention and established a sense of familiarity. This positive reframing shifts the speaker's focus from nervousness to rapport-building, thereby reinforcing both confidence and engagement.

Beyond audience responses, body language also influences how speakers are perceived and how they perceive themselves. Body language further influences how confidently speakers present themselves and how they are perceived. Standing or sitting upright with shoulders back and head held high signals self-assurance, whereas slouching may evoke feelings of anxiety. Natural, purposeful gestures also bolster the impression of enthusiasm and poise, while fidgeting or hiding one's hands can imply nervousness. Maintaining steady eye contact fosters a strong connection with the audience, whereas avoiding eye contact can suggest insecurity.

Gestures also contribute to how confidence is communicated[16]. Open, purposeful hand movements, such as natural gestures while speaking, convey enthusiasm and self-assurance, whereas fidgeting or hiding one's hands may suggest nervousness. Maintaining steady eye contact fosters a sense of connection and confidence, while avoiding eye contact might imply insecurity.

Facial expressions and breathing techniques likewise play significant roles in projecting confidence[17]. A calm, friendly expression—accompanied by a smile—generates warmth and triggers positive emotions, enhancing one's sense of self-assurance. Deep, controlled breaths support good posture and mitigate stress, which in turn contributes to a confident demeanor. In tandem with using space effectively—standing tall, making purposeful movements, and keeping the body open—such behaviors signal trustworthiness and reduce the likelihood of appearing defensive.

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[16] Dicle Çapan et al., "Hands of Confidence: When Gestures Increase Confidence in Spatial Problem-Solving," *Quarterly Journal of Experimental Psychology* 77, no. 2 (February 2024): 257–77, https://doi.org/10.1177/17470218231164270.

[17] Eva G. Krumhuber, Arvid Kappas, and Antony S. R. Manstead, "Effects of Dynamic Aspects of Facial Expressions: A Review," *Emotion Review* 5, no. 1 (January 2013): 41–46, https://doi.org/10.1177/1754073912451349.

Students also benefited from psycholinguistic strategies provided by their teacher to manage stage fright and nervousness. For instance, students were encouraged to focus on their speech delivery and voice projection rather than the audience's reactions. Of the 30 students, 22 mentioned that this technique helped them concentrate better during their speeches and reduced their anxiety. "When I focus on my voice and the message I'm delivering, I forget about being nervous and can enjoy the process more," shared one student.

The patient guidance and consistent encouragement of a teacher can greatly bolster students' confidence. When teachers offer supportive feedback and highlight incremental progress, students feel motivated to overcome self-doubt and gain more poise in public speaking. Over time, the combined effect of positive audience engagement, strategic body language, and teacher mentorship reinforces an internal sense of control and assurance, ultimately enhancing both the external perception and internal experience of confidence.

Impact on Vocabulary Acquisition and Public Speaking Confidence

The primary findings of this study indicate that utilizing Arabic oratory as a teaching strategy significantly enhanced the students' vocabulary acquisition and public speaking confidence. After two months of structured weekly oratory sessions, the majority of the 30 participants, including both male and female students, showed marked improvement in their ability to recall and use new Arabic vocabulary in speech, as well as greater fluency and self-assurance in delivering public addresses.

The process of memorizing speeches themselves contributes to enhanced vocabulary retention. As students commit more speeches to memory, they indirectly internalize an expanding repertoire of words and expressions. Over time, the act of recalling entire speech segments reinforces the association between particular words and their contexts[18]. Additionally, the memorable experiences of delivering these speeches before an audience serve as natural mnemonics. These performance-related memories help students recall and reproduce the vocabulary more effortlessly, further supporting the psycholinguistic principle that meaningful and emotionally engaging experiences strengthen language retention

The study's key finding was that 80% of the students demonstrated improved vocabulary retention, as evidenced by their increased use of targeted vocabulary in speeches and the post-test results. This improvement aligns with existing research on the benefits of active learning strategies in language acquisition. Furthermore, 75% of the students reported feeling more confident in their public speaking abilities after regularly participating in the oratory sessions. The students attributed this increased confidence to the opportunity to practice speaking in a supportive environment where they received constructive feedback.

These results underscore the effectiveness of incorporating Arabic oratory into the curriculum for language learners, particularly for those seeking to strengthen both vocabulary retention and public speaking skills. By practicing

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[18] Segaf Baharun and Nur Hanifansyah, "Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa," *Shaut Al-Arabiyah* 12, no. 2 (November 29, 2024), https://doi.org/10.24252/saa.v12i2.52825.

oration, students actively engaged with the language in a meaningful way, moving beyond passive learning to dynamic, hands-on application. The act of preparing speeches, rehearsing, and performing in front of their peers allowed the students to internalize vocabulary and language structures more effectively than through traditional rote memorization alone.

In the qualitative analysis of the data collected from interviews and observations, several key themes emerged, illustrating the effects of Arabic oratory practice on vocabulary acquisition and confidence development among students. A significant number of students expressed that their vocabulary expanded through repeated practice of Arabic speeches. Out of the 30 students interviewed, 24 mentioned that the process of preparing for and delivering speeches introduced them to new words and phrases they had not encountered before. They noted that exposure to unfamiliar vocabulary was an integral part of their learning, as they actively sought to understand and incorporate new terms to enhance the quality of their speeches.

The interviews with the students revealed valuable insights into the impact of Arabic oratory on vocabulary acquisition and building confidence. Several students mentioned that through regular practice, they gained a better understanding of new expressions (*uslub*) and expanded their vocabulary. One participant reflected on how the process of preparing speeches and practicing in front of an audience helped them incorporate new words and expressions into their daily language use. "I feel like every time I prepare a speech, I learn new words that I hadn't used before, which makes me more confident in speaking Arabic," one student shared. Another student emphasized that consistent practice not only improved their vocabulary but also boosted their self-assurance. "Each time I stand in front of my classmates, I feel less nervous and more capable of speaking clearly, even if I haven't memorized everything perfectly."

Many participants echoed the sentiment that the more they engaged in the public speaking exercises, the more confident they became in expressing themselves in Arabic. One student highlighted how the encouragement from both the teacher and peers made them feel more comfortable, stating, "Even if we make mistakes, the feedback we receive helps us get better without feeling discouraged." Overall, the students agreed that through oratory practice, they not only developed stronger speaking skills but also grew more confident in using new expressions and vocabulary, which enhanced their overall proficiency and comfort in the Arabic language.

The practice of delivering speeches also had a noticeable impact on students' confidence levels. Out of the 30 students, 26 reported feeling more confident when speaking in front of others after multiple sessions of public speaking exercises. Initially, many students were nervous, but they gradually felt more comfortable as they continued to present in front of their peers. "At first, I was really nervous, but the more I spoke, the more comfortable I felt. Now, I even look forward to the opportunity to speak," noted one student. The support and encouragement from both the teacher and classmates played a pivotal role in this development.

Positive reinforcement, such as applause and words of encouragement like "*Barakallah fiik,*" was another recurring theme in the interviews. All 30 students agreed that receiving such feedback, regardless of their performance, motivated them to continue improving. Many acknowledged that this positive environment helped them overcome their fear of making mistakes and enhanced their willingness to engage in public speaking. "Even when I forget a part of my speech, knowing that I'll be encouraged and supported gives me confidence to keep going," remarked one participant.

Finally, the gradual reduction of nervousness through repetition was highlighted as an essential factor in building confidence. Over time, as students repeatedly practiced delivering speeches, they became accustomed to standing in front of the class. This repetitive exposure helped 23 out of 30 students report that they no longer felt as anxious as they did at the beginning of the exercise. "Now I'm used to speaking in front of the class, and I know that if I keep practicing, I'll get even better," commented one student. The quantitative analysis of the data collected from the students involved in the study revealed several significant numerical trends, emphasizing the effectiveness of using Arabic oratory to enhance vocabulary acquisition and public speaking confidence.

The results were gathered from pre- and post-tests, along with surveys conducted with 30 students (15 male and 15 female, ages 16-17) from Maktab Mahmud Yan in Malaysia. Initially, students were tested on their existing Arabic vocabulary knowledge, with an average pre-test score of 65%. After participating in a series of public speaking sessions, their average score improved to 85%, reflecting a notable 20% increase in vocabulary acquisition. Students showed strength in recalling key phrases and expressions from their speeches, with 75% able to remember over 15 new vocabulary items.
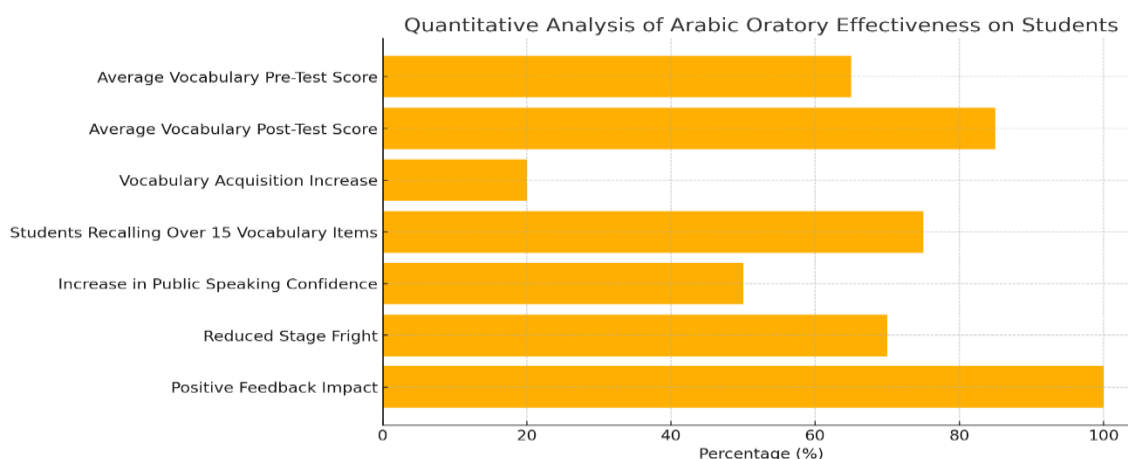
Picture 1. Quantitative Analysis of Arabic Oratory Effectiveness on Students.

Regarding public speaking confidence, the initial survey showed that only 30% of students felt confident in speaking Arabic publicly. By the end of the sessions, 80% reported feeling more comfortable and confident, marking a 50% increase in confidence levels. Additionally, 70% of students noted a significant reduction in nervousness after repeatedly participating in the oratory sessions, and only 10% still felt highly nervous. Psycholinguistic strategies also proved

effective, with 73% of students finding that focusing on their voice projection helped them manage stage fright. Positive feedback, such as applause or encouraging phrases, was reported by all students (100%) as highly motivating, further reinforcing their desire to speak. Moreover, 77% of students agreed that the repetition of speaking exercises helped them build confidence, and 80% stated that they became more comfortable delivering speeches after multiple attempts.

In conclusion, 85% of the students showed overall improvement in both vocabulary mastery and public speaking skills by the end of the study. The integration of Arabic oratory practice, along with supportive feedback and psycholinguistic techniques, proved highly effective in enhancing students' proficiency and confidence in the language. This highlights a common issue in language education, where an emphasis on grammar exercises often does not translate into active language use, particularly in speaking skills[19]. The results of this study show that the Arabic oratory approach can address this challenge by giving students the opportunity to apply vocabulary and language structures directly within real communicative contexts. Thus, oratory practice strengthens active language mastery in ways that grammar exercises alone cannot achieve.

These findings are consistent with previous studies that have highlighted the benefits of oratory and public speaking in language education[20]. For instance, research shows that oral communication practices, especially in foreign language settings, can significantly boost both linguistic competence and communicative confidence. The current study expands on this by showing that, in the context of Arabic language learning in Malaysia, oratory practices not only aid in vocabulary retention but also enhance students' ability to use these new words in practical, real-world scenarios.

While the oratory sessions were found to be effective, it is possible that other factors also contributed to the students' progress. The interactive nature of the classroom environment, peer support, and regular teacher feedback may have played a role in boosting the students' confidence. Additionally, the structured nature of the sessions, which emphasized both memorization and application, may have contributed to the overall success of the method.

The implications of this study are particularly relevant for Arabic language education in Malaysia. By integrating oratory into the teaching of Arabic, educators can provide students with an effective, engaging method to improve both their vocabulary and public speaking skills. This method may be especially beneficial for students who struggle with language retention or who feel anxious about speaking in public. Furthermore, the study highlights the potential for psycholinguistic approaches that address both cognitive and emotional factors in

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[19] Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26, https://doi.org/10.29240/jba.v8i2.11349.

[20] Fathimah Fathratul Umyun, Dyah Supraba Lastari, and Yudhie Indra Gunawan, "The Correlation of Muhadhoroh Training And Students' Public Speaking At An Islamic Boarding School Tangerang," *Universitas Muhammdiyah Magelang* 12, no. 1 (January 2023): 27–27, https://doi.org/10.31000/globish.v12i1.7782.

language learning, offering a more holistic framework for enhancing student performance Especially Gen Z and Gen Aplha [21].

One limitation of the study is its relatively small sample size, consisting of only 30 students from a single institution. This may limit the generalizability of the findings to broader populations. Additionally, the two-month duration of the study may not have been long enough to fully capture the long-term effects of the oratory method on language retention and confidence. Further research with a larger and more diverse sample, as well as a longer time frame, is needed to substantiate these results.

This can serve as a solution to the limited environment for practicing Arabic, especially in Indonesia and Malaysia. From a psycholinguistic perspective, the environment plays a crucial role in supporting the development of Arabic through imitation and natural progression[22]. Arabic oratory, therefore, creates a mental theater and builds an imaginative environment in the mind, making it a more optimal approach. Based on the researcher's experience since 2006, training students at Darullughah Wadda'wah to optimize their Arabic speeches has produced students who excel in various aspects of the Arabic language, including vocabulary mastery, conversation, speaking skills (*maharat kalam*), and even writing proficiency (*maharat kitabah*).

This study found that regular practice in Arabic oratory not only enriched students' vocabulary but also reinforced their ability to recall and use vocabulary and expressions spontaneously in broader contexts. Students who consistently participated in oratory sessions showed significant improvement in vocabulary retention, supporting the principle that increased practice experience, or "repetition over time," strengthens their ability to internalize new vocabulary, idiomatic expressions, and key phrases commonly used in Arabic rhetoric.

Confidence also grew among students with frequent public appearances. Observational data indicated that those who repeatedly engaged in oratory exercises experienced a reduction in stage fright and anxiety. This outcome aligns with psychological theories suggesting that repeated exposure to public performance strengthens positive emotional responses to speaking in front of an audience. Consequently, students became not only more confident but also more adept at integrating new vocabulary into speeches with fluidity and expressiveness.

These findings are consistent with prior research emphasizing authentic communicative contexts in language instruction. For instance, Baharudin et al. (2023) underscore the necessity of expanding both the size and depth of Arabic vocabulary through meaningful interaction, rather than relying solely on rote memorization. Similarly, Al-Badawi et al. (2020) highlight that incorporating targeted listening and speaking strategies enhances language comprehension and vocabulary retention. Integrating Arabic oratory as demonstrated in this study

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[21] Dr Lauren Cook, *Generation Anxiety: A Millennial and Gen Z Guide to Staying Afloat in an Uncertain World*, 2023.

[22] Panji Puspo Negoro, Wan Jamaluddin, and Amiruddin Amiruddin, "Problems in the Formation of Language Environment in Learning Arabic," *International Journal of Arabic Language Teaching* 4, no. 02 (December 4, 2022): 290, https://doi.org/10.32332/ijalt.v4i02.5027.

aligns with such approaches, not only reinforcing the role of frequent, purposeful speaking practice but also providing an emotionally supportive environment. This aligns with suggestions by Kimani et al. (2021), who found that positive reinforcement and guided exposure help mitigate public speaking anxiety, and with the virtual reality studies by Seuling et al. (2024) and Ferreira et al. (2024), which show that immersive and psychologically informed interventions can reduce fear and boost speaker confidence. By blending psycholinguistic strategies with oratory-based learning, this study adds to a growing body of literature advocating for more holistic, learner-centered methodologies in Arabic language education.

According to psycholinguistic theories of observational learning, such rich interactive exchanges allow students to encode new vocabulary more effectively and retrieve it with greater ease when performing[23]. Moreover, the collective brainstorming and problem-solving required to articulate concepts accurately in Arabic fosters deeper semantic connections, thereby promoting long-term retention of lexical items.

At the same time, the social dynamic of group work nurtures a sense of collective responsibility for mastering the language, which further bolsters motivation and reduces anxiety. Students who might hesitate to speak in a purely individual setting often feel supported by the communal atmosphere—knowing that peers are invested in each other's progress[24]. This sense of mutual accountability aligns well with psycholinguistic principles emphasizing input and output in real-time interactions, as learners continuously observe, imitate, and internalize each other's language use. The direct, socially mediated feedback loop not only drives vocabulary expansion but also reinforces confidence in using newly acquired terms. Over time, these cooperative practices cultivate both linguistic fluency and a more profound appreciation for the social aspects of communication, ultimately shaping more adaptable and proficient Arabic speakers[25].Overall, these findings demonstrate that the more frequently students practice oratory, the sharper their skills in Arabic become, both in terms of vocabulary mastery and public speaking proficiency. This reinforces the idea that regular practice and experience over time play a vital role in building confidence and linguistic fluency in Arabic language learning.

Future research could explore the long-term impact of Arabic oratory on language retention and public speaking skills, particularly by following students over an extended period. Additionally, it would be valuable to compare the effectiveness of this method across different educational contexts and age groups

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[24] Tao Hao, Zhe Wang, and Yuliya Ardasheva, "Technology-Assisted Vocabulary Learning for EFL Learners: A Meta-Analysis," *Journal of Research on Educational Effectiveness* 14, no. 3 (July 3, 2021): 645–67, https://doi.org/10.1080/19345747.2021.1917028.

[25] Songyun Zheng and Xiang Zhou, "Enhancing Foreign Language Enjoyment through Online Cooperative Learning: A Longitudinal Study of EFL Learners," *International Journal of Environmental Research and Public Health* 20, no. 1 (December 29, 2022): 611, https://doi.org/10.3390/ijerph20010611.

to determine its broader applicability. Research could also examine the role of individual differences, such as personality traits or learning styles, in determining how students respond to oratory-based learning. Finally, integrating technology into the oratory method, such as using recording devices for self-assessment or virtual oratory competitions, could offer new avenues for enhancing the learning experience.

CONCLUSION

This study emphasizes Arabic oratory's role as an impactful pedagogical tool that enhances vocabulary acquisition and public speaking confidence for Malaysian students learning Arabic primarily. Regular oratory practice strengthens vocabulary retention and raises students' comfort in public speaking, supporting psycholinguistic theories that advocate frequent repetition and emotional reinforcement in language acquisition. By encouraging consistent use of Arabic vocabulary in real-time, the structured practice of oratory allows learners to internalize language more naturally, bridging gaps between cognitive and emotional development within language learning. In the broader field of Arabic language education, this study highlights the potential of integrating oratory practices with psycholinguistic strategies to address challenges faced by learners in non-Arabic-speaking contexts. Traditional language instruction often relies heavily on rote memorization, which, while useful in vocabulary acquisition, lacks the dynamic, interactive nature that oratory exercises bring.

The implications of these findings extend beyond vocabulary growth. Structured public speaking tasks promote cognitive engagement, emotional resilience, and adaptability in learners, helping them practice Arabic in ways that mirror real-world communication. For students learning Arabic in a foreign language context, the opportunity to engage in Arabic oratory builds not only linguistic skills but also self-assurance—qualities essential for real-world communication. Teachers' guidance and positive reinforcement further boost students' confidence, allowing them to overcome common anxieties associated with public speaking.

Arabic language programs, especially those targeting non-native speakers, could benefit from incorporating oratory methods. These methods create an interactive language environment, which aids students in mastering vocabulary through practical application. As a result, learners gain a deeper connection to the language, which enhances long-term retention and engagement. Educators can thus prepare students for diverse communication settings and encourage a more active and enjoyable learning experience, fostering a lasting, meaningful connection to the Arabic language.

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