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Bridging Traditional and AI-Supported Arabic Language Learning: Evidence from Gallery Walk Activities among Young Learners

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Abstract

Foreign language anxiety is one of the affective factors that frequently hinders the success of Arabic language learning, particularly in speaking skills (*maharah kalam*). High levels of anxiety may reduce students' participation in communicative activities and negatively affect their speaking performance. This study aimed to examine the effectiveness of the Gallery Walk method in reducing *foreign language anxiety* and improving the Arabic speaking skills of third-grade students at MI Miftahul Khoir 1 Karangrejo. The study employed a quantitative approach using a one-group pretest-posttest design. The participants consisted of 22 third-grade students selected through total sampling. Data were collected using a *foreign language anxiety* questionnaire adapted from the *Foreign Language Classroom Anxiety Scale* (FLCAS) and an Arabic speaking performance test. The data were analyzed using descriptive statistics, the Wilcoxon Signed Rank Test, and a paired sample t-test. The results revealed that the Gallery Walk method significantly reduced students' *foreign language anxiety* ($Z = -4.177$; $p < .001$) and significantly improved their Arabic speaking skills ($t = -17.648$; $p < .001$). These findings indicate that Gallery Walk creates a more collaborative, interactive, and low-pressure learning environment that supports both affective development and speaking performance. Beyond its contribution to Arabic language instruction, the study highlights the potential of Gallery Walk as a pedagogical bridge between traditional Arabic language learning and emerging AI-supported language learning environments.

Keywords: *Gallery Walk, foreign language anxiety, Arabic speaking skills, Arabic language learning, AI-supported language learning*

Abstrak

Kecemasan berbahasa asing (*foreign language anxiety*) merupakan salah satu faktor afektif yang sering menghambat keberhasilan pembelajaran bahasa Arab, khususnya pada keterampilan berbicara (*maharah kalam*). Tingginya tingkat kecemasan dapat mengurangi partisipasi siswa dalam aktivitas komunikasi dan berdampak pada rendahnya performa berbicara. Penelitian ini bertujuan untuk menguji efektivitas metode Gallery Walk dalam mengurangi *foreign language anxiety* dan meningkatkan keterampilan *maharah kalam* siswa kelas III MI Miftahul Khoir 1 Karangrejo. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *one-group pretest-posttest*. Partisipan penelitian terdiri atas 22 siswa kelas III yang dipilih menggunakan teknik *total sampling*. Data dikumpulkan melalui kuesioner *foreign language anxiety* yang diadaptasi dari *Foreign Language Classroom Anxiety Scale* (FLCAS) dan tes kinerja *maharah kalam*. Analisis data dilakukan menggunakan statistik deskriptif, uji Wilcoxon Signed Rank Test, dan *paired sample t-test*. Hasil penelitian menunjukkan bahwa metode Gallery Walk secara signifikan menurunkan *foreign language anxiety* siswa ($Z = -4,177$; $p < 0,001$) dan secara signifikan meningkatkan keterampilan *maharah kalam* ($t = -17,648$; $p < 0,001$). Temuan ini menunjukkan bahwa Gallery Walk mampu menciptakan lingkungan belajar yang lebih kolaboratif, interaktif, dan rendah tekanan sehingga mendukung perkembangan aspek afektif dan keterampilan berbicara siswa. Selain memberikan kontribusi terhadap pembelajaran bahasa Arab, penelitian ini juga menunjukkan potensi Gallery Walk sebagai jembatan pedagogis antara pembelajaran bahasa Arab tradisional dan lingkungan pembelajaran bahasa yang semakin didukung oleh teknologi kecerdasan buatan (*AI-supported language learning*).

Kata Kunci: *Gallery Walk, foreign language anxiety, maharah kalam, pembelajaran bahasa Arab, AI-supported language learning*

Introduction

Speaking is one of the most important yet challenging skills in foreign language learning. Unlike receptive skills such as reading and listening, speaking requires learners to produce language in real-time communicative situations, demanding the simultaneous use of vocabulary, grammatical structures, pronunciation, and fluency.¹ These demands often create psychological pressure, leading learners to fear making mistakes, worry about negative evaluation, and hesitate to use

¹ Mansour-Adwan, Jasmineen, and Asaid Khateb. "The Stability of Linguistic Skills of Arabic-Speaking Children Between Kindergarten and First Grade." *Journal of Speech, Language, and Hearing Research* 68, no. 3S (March 2025): 1468–83. https://doi.org/10.1044/2024_JSLHR-23-00533.

the target language despite possessing sufficient linguistic knowledge. In Arabic language learning, this challenge is particularly evident in *maharah kalam* (speaking skills), which requires students to actively use Arabic as a means of communication.² A similar phenomenon was observed among third-grade students at MI Miftahul Khoir 1 Karangrejo. Preliminary observations revealed that some students tended to be passive, lacked confidence, and were reluctant to speak Arabic during classroom activities, despite actively participating in other subjects. This suggests that the obstacles they face are not solely linguistic in nature but are also associated with psychological factors that influence their willingness to communicate.

In the field of second language acquisition, this phenomenon is commonly referred to as *foreign language anxiety*. Dewaele et al. define foreign language anxiety as a situation-specific form of anxiety that arises in foreign language learning contexts and encompasses three primary dimensions: communication apprehension, fear of negative evaluation, and test anxiety.³ Previous studies have demonstrated that high levels of anxiety can hinder classroom participation, reduce learning motivation, and negatively affect oral communication performance. Learners experiencing language anxiety tend to avoid interaction, remain silent when asked to speak, and show hesitation when expressing ideas in the target language.⁴ Consequently, language learning outcomes are shaped not only by linguistic competence but also by affective factors that determine learners' willingness to use the language they are learning.

² Russak, Susie, and Elena Zaretsky. "Cognitive and Linguistic Skills Associated With Cross-Linguistic Transfer in the Production of Oral Narratives in English as a Foreign Language by Arabic- and Hebrew-Speaking Children: Finding Common Denominators." *Frontiers in Psychology* 12 (August 2021). <https://doi.org/10.3389/fpsyg.2021.664152>.

³ Dewaele, Jean-Marc, Kazuya Saito, and Florentina Halimi. "How Teacher Behaviour Shapes Foreign Language Learners' Enjoyment, Anxiety and Attitudes/Motivation: A Mixed Modelling Longitudinal Investigation." *Language Teaching Research* 29, no. 4 (May 2025): 1580–602. <https://doi.org/10.1177/13621688221089601>.

⁴ Chen, Zhuo, Ping Zhang, Yi Lin, and Yanxia Li. "Interactions of Trait Emotional Intelligence, Foreign Language Anxiety, and Foreign Language Enjoyment in the Foreign Language Speaking Classroom." *Journal of Multilingual and Multicultural Development* 45, no. 2 (February 2024): 374–94. <https://doi.org/10.1080/01434632.2021.1890754>.

The issue of foreign language anxiety is particularly significant in Arabic language learning because *maharah kalam* directly requires learners to communicate confidently. This challenge becomes even more complex at the elementary school level.⁵ At this stage, students' social and emotional development is still highly influenced by their surroundings, making them more sensitive to criticism, correction, and evaluation from others. Feelings of embarrassment, low self-confidence, and fear of making mistakes often outweigh their actual linguistic abilities. Therefore, improving Arabic speaking skills among young learners requires more than strengthening language knowledge alone; it also necessitates instructional strategies that foster a safe, supportive, and comfortable learning environment where students feel encouraged to communicate.⁶

One instructional strategy that embodies these characteristics is the Gallery Walk. Gallery Walk is an active learning method that engages students in observing, discussing, exchanging ideas, and presenting information through a series of learning stations or galleries. In this approach, students are not merely passive recipients of information but active participants in communication and collaboration. Moving from one gallery to another creates a more dynamic learning environment and reduces the dominance of one-way teacher-centered interaction. Through such active engagement, students are provided with greater opportunities to use the target language in relatively relaxed and low-threatening communicative situations.

Research on *foreign language anxiety* has consistently identified speaking anxiety as one of the major barriers to foreign language learning. Alamri (2024) found that speaking anxiety is closely associated with fear of making mistakes, concerns about negative evaluation, and low self-confidence when using the target language in communicative

⁵ Asadi, Ibrahim A., Ronen Kasperski, and Miri Sarid. "The Cumulative Effect of Socioeconomic Status and Dyslexia on Linguistic, Cognitive and Reading Skills among Arabic-speaking Children." *Dyslexia* 29, no. 2 (May 2023): 78–96. <https://doi.org/10.1002/dys.1735>.

⁶ Alsiddiqi, Zakiyah A., Vesna Stojanovik, and Emma Pagnamenta. "Early Oral Language and Cognitive Predictors of Emergent Literacy Skills in Arabic-Speaking Children: Evidence From Saudi Children With Developmental Language Disorder." *Journal of Speech, Language, and Hearing Research* 68, no. 3S (March 2025): 1505–20. https://doi.org/10.1044/2024_JSLHR-23-00643.

situations.⁷ This finding was reinforced by Quvanch (2024), who reported that speaking anxiety not only affects oral communication performance but also reduces learners' willingness to participate in classroom interactions.⁸ Factors such as limited vocabulary, insufficient communicative experience, and concerns about others' responses have been identified as key contributors to language anxiety. Collectively, these studies suggest that successful language learning depends not only on linguistic competence but also on learners' ability to manage the affective challenges they encounter.

These findings are consistent with Maher (2023), who argued that language anxiety contributes to the phenomenon of *learner silence*, whereby students remain silent despite possessing adequate knowledge of the target language.⁹ Learners with high levels of anxiety tend to avoid verbal participation due to concerns about the social and academic consequences of making mistakes. Meanwhile, advances in Artificial Intelligence (AI) have created new opportunities for language learning. Du et al. (2026) found that the use of social robots as speaking partners enhanced learners' emotional comfort and participation in oral communication activities.¹⁰ Similarly, Qin et al. (2026) reported that AI-based communication systems improved speaking self-efficacy, reduced interactional anxiety, and promoted greater communicative engagement among foreign language learners.¹¹ These findings indicate that psychological factors remain fundamental determinants of successful language learning, whether in conventional classrooms or AI-supported learning environments.

⁷ Alamri, Wafa, and Fawaz Qasem. "Foreign Language Speaking Anxiety in Relation to Gender: Students and Teachers' Perceptions." *Cogent Education* 11, no. 1 (December 2024). <https://doi.org/10.1080/2331186X.2024.2423440>.

⁸ Quvanch, Ziauddin, Ahmad Shah Qasemi, and Kew Si Na. "Analyzing Levels, Factors and Coping Strategies of Speaking Anxiety among EFL Undergraduates in Afghanistan." *Cogent Education* 11, no. 1 (December 2024). <https://doi.org/10.1080/2331186X.2024.2413225>.

⁹ Maher, Kate, and Jim King. "Language Anxiety and Learner Silence in the Classroom from a Cognitive-Behavioral Perspective." *Annual Review of Applied Linguistics* 43 (March 2023): 105–11. <https://doi.org/10.1017/S0267190523000077>.

¹⁰ Du, Yiran, Jinlong Li, Huimin He, Chenghao Wang, and Bin Zou. *A Sequential Explanatory Mixed-Methods Study on the Acceptance of a Social Robot for EFL Speaking Practice among Chinese Primary School Students: Insights from the Computers Are Social Actors (CASA) Paradigm*. April 14, 2026.

¹¹ Qin, Peinuan, Justin Peng, Zhengtao Xu, Jiting Cheng, Zicheng Zhu, Naomi Yamashita, and Yi-Chieh Lee. *Alleviating Linguistic and Interactional Anxiety of Non-Native Speakers in Multilingual Communication*. April 20, 2026.

Despite these advances, previous studies have primarily focused on the relationship between anxiety and speaking performance, the factors contributing to language anxiety, or the use of technology to support foreign language communication. Limited attention has been given to how collaborative learning strategies, particularly Gallery Walk, can simultaneously reduce *foreign language anxiety* and improve speaking skills in traditional classroom settings. This gap provides the rationale for the present study. Unlike previous research, this study investigates the effectiveness of the Gallery Walk method in reducing *foreign language anxiety* and improving *maharah kalam* among third-grade students of MI Miftahul Khoir 1 Karangrejo. Furthermore, it offers a novel perspective by positioning Gallery Walk as a pedagogical foundation that prepares learners for language learning environments increasingly integrated with AI technologies.

Based on the foregoing discussion, this study aims to examine the effectiveness of the Gallery Walk method in reducing *foreign language anxiety* and improving the *maharah kalam* skills of third-grade students at MI Miftahul Khoir 1 Karangrejo. Specifically, the study seeks to address three research questions: (1) To what extent does the implementation of Gallery Walk reduce students' *foreign language anxiety* in Arabic language learning? (2) To what extent does the implementation of Gallery Walk improve students' *maharah kalam* skills? and (3) How can Gallery Walk serve as a pedagogical bridge that supports learners' readiness for Arabic language learning environments increasingly supported by Artificial Intelligence (*AI-supported language learning*)?

Method

This study employed a quantitative approach using a pre-experimental one-group pretest-posttest design.¹² This design was selected to examine changes in students' *foreign language anxiety* and *maharah kalam* skills before and after the implementation of the Gallery Walk method. In this design, a single group of participants was administered an initial assessment (pretest), followed by an instructional intervention using the Gallery Walk method, and subsequently a final assessment (posttest). This approach enabled the researchers to evaluate

¹² Creswell, J. W. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (4th Ed.)*. 2nd ed. Pearson Education, 2012.

the effectiveness of the intervention by comparing participants' scores before and after the treatment.

The study focused on two dependent variables, namely *foreign language anxiety* and *maharah kalam* skills, and one independent variable, namely the implementation of the Gallery Walk method. *Foreign language anxiety* refers to students' level of anxiety when using Arabic in communicative activities, whereas *maharah kalam* refers to students' ability to express ideas orally in Arabic. Gallery Walk was conceptualized as a collaborative learning strategy that promotes interaction, active participation, and communicative practice within a more open and low-pressure learning environment.

Participants and Research Context

The study was conducted at MI Miftahul Khoir 1 Karangrejo during the second semester of the 2024/2025 academic year. The participants consisted of all 22 third-grade students. A total sampling technique was employed because the population size was relatively small and all students met the characteristics relevant to the research objectives.

The selection of the third-grade class was based on preliminary observations indicating relatively high levels of Arabic speaking anxiety among the students. Several students appeared passive during *maharah kalam* activities, were reluctant to respond to the teacher's questions, and demonstrated hesitation when asked to speak in Arabic. At the same time, they showed higher levels of participation in other subjects, suggesting that the difficulties they experienced were more closely related to the context of Arabic language learning than to their general communicative abilities.

None of the participants had previously experienced instruction using the Gallery Walk method prior to the study. In addition, during the research period, the students did not participate in any supplementary Arabic language tutoring or training programs outside the school's regular instructional activities.

Research Instruments

Three instruments were employed to collect the data. The first instrument was a *foreign language anxiety* questionnaire adapted from the *Foreign Language Classroom Anxiety Scale* (FLCAS) developed by Horwitz et al. Of the original 33 items, 15 were selected based on their

suitability for the cognitive developmental level of elementary school students.¹³ These 15 items represented the three major dimensions of language anxiety: *communication apprehension*, *fear of negative evaluation*, and *test anxiety*. The questionnaire used a four-point Likert scale ranging from 1 (*strongly disagree*) to 4 (*strongly agree*).

The second instrument was a *maharah kalam* performance test designed to assess students' Arabic speaking ability. Assessment was conducted using an analytic rubric consisting of four dimensions: fluency, vocabulary and grammatical accuracy, pronunciation, and comprehension. Each dimension was scored on a scale ranging from 1 to 4.

The third instrument was an observation checklist used to monitor the implementation of the Gallery Walk activities throughout the intervention. The checklist served to ensure that each stage of the instructional procedure was carried out in accordance with the research design. Prior to data collection, all instruments underwent content validation through expert judgment by a lecturer in Arabic language education. Subsequently, the empirical validity of the anxiety questionnaire was examined using the Pearson Product–Moment correlation. Instrument reliability was assessed using Cronbach's Alpha coefficient to ensure internal consistency.

Research Procedure

The study was conducted in three main stages: pretest, treatment, and posttest. During the pretest stage, all participants completed the *foreign language anxiety* questionnaire and took the *maharah kalam* performance test to establish baseline data prior to the intervention. The treatment phase consisted of four instructional sessions employing the Gallery Walk method in Arabic speaking classes.

Each session began with the formation of small heterogeneous groups. The teacher then prepared a series of posters containing Arabic vocabulary, expressions, or simple sentences relevant to the instructional content. Each group rotated through the learning stations to observe the materials, discuss the content, and practice the pronunciation of the words and sentences presented. Throughout the activities, students were

¹³ HORWITZ, ELAINE K., MICHAEL B. HORWITZ, and JOANN COPE. "Foreign Language Classroom Anxiety." *The Modern Language Journal* 70, no. 2 (June 1986): 125–32. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>.

encouraged to interact and communicate in Arabic within a collaborative and low-threatening learning environment.

Upon completion of the intervention, all participants completed the posttest using the same instruments administered during the pretest. The use of identical instruments was intended to measure changes in students' anxiety levels and speaking skills following the implementation of the Gallery Walk method.

Data Analysis

The data were analyzed using descriptive and inferential statistics with the assistance of SPSS version 27. Descriptive statistics were employed to present the mean, median, standard deviation, minimum score, and maximum score of each variable.

Prior to hypothesis testing, the data were subjected to the Shapiro–Wilk normality test because the sample size was fewer than 50 participants. The results of the normality test were used to determine the appropriate inferential statistical procedures.

Since the *foreign language anxiety* data did not meet the assumption of normality, differences between pretest and posttest scores were analyzed using the Wilcoxon Signed Rank Test. In contrast, the *maharah kalam* data met the normality assumption and were therefore analyzed using a paired-sample *t*-test. All statistical analyses were conducted at a significance level of 0.05.

To strengthen the interpretation of the findings, effect sizes were also calculated to determine the magnitude of the intervention effects. For the non-parametric analysis, effect size was calculated using the *r* value derived from the Wilcoxon test, whereas Cohen's *d* was employed for the paired-sample *t*-test. The inclusion of effect size measures provided additional information beyond statistical significance and allowed for a more comprehensive interpretation of the practical impact of the Gallery Walk intervention.

Results and Discussion

The findings are presented systematically to illustrate changes in students' *foreign language anxiety* and *maharah kalam* skills following the implementation of the Gallery Walk method. The analysis includes descriptive statistics, anxiety category distributions, normality testing, and hypothesis testing.

Table 1. Descriptive Statistics of Foreign Language Anxiety

Statistic	Pretest	Posttest
Mean	43.5	35.5
Median	45.0	37.5
Minimum Score	34	23
Maximum Score	52	48
Standard Deviation	5.7	7.1

As shown in Table 1, a substantial decrease in students' *foreign language anxiety* was observed following the implementation of the Gallery Walk method. The mean anxiety score decreased from 43.5 in the pretest to 35.5 in the posttest, representing a reduction of 8 points, or approximately 18.4% of the initial score. This decline suggests that students felt more comfortable using Arabic in speaking activities after participating in the Gallery Walk sessions.

A similar pattern was reflected in the median score, which decreased from 45.0 to 37.5. The simultaneous decline in both the mean and median indicates that the reduction in anxiety was experienced by the majority of participants rather than being limited to a small number of individuals. In other words, the intervention effect appears to have occurred at the group level rather than among only a few students.

The minimum score decreased from 34 to 23, indicating that even students who initially reported the lowest levels of anxiety experienced further improvement in their affective condition. Likewise, the maximum score declined from 52 to 48, suggesting that students with the highest levels of anxiety also benefited from the intervention. These findings imply that the Gallery Walk method was effective across different levels of anxiety.

The increase in standard deviation from 5.7 to 7.1 indicates greater variability in students' responses after the intervention. This suggests that although most students experienced reductions in anxiety, the magnitude of change varied among individuals. Some students may have experienced substantial improvement, whereas others showed more moderate changes. Nevertheless, the overall trend consistently indicates a reduction in foreign language anxiety following the implementation of Gallery Walk.

Table 2. Descriptive Statistics of *Maharah Kalam* by Assessment Aspect

Assessment Aspect	Test Type	Mean	Median	Minimum	Maximum
Fluency	Pretest	2.3	2	2	3
	Posttest	3.2	3	2	4
Vocabulary and Structure	Pretest	2.3	2	2	3
	Posttest	3.0	3	2	4
Pronunciation	Pretest	2.1	2	1	3
	Posttest	2.9	3	2	4
Comprehension	Pretest	2.2	2	2	3
	Posttest	3.1	3	2	4

Table 2 shows that all aspects of speaking performance improved following the implementation of the Gallery Walk method. In terms of fluency, the mean score increased from 2.3 to 3.2. This increase of 0.9 points represents the largest improvement among all assessed dimensions. The finding suggests that students became more capable of expressing their ideas in Arabic with fewer pauses and less hesitation than before the intervention.

The mean score for vocabulary and grammatical structure increased from 2.3 to 3.0. This improvement indicates that students became more confident in using a wider range of vocabulary and more accurate sentence structures when producing simple Arabic utterances. Although the increase was slightly lower than that observed for fluency, it nevertheless reflects meaningful development in the linguistic components that support oral communication.

The pronunciation score increased from 2.1 to 2.9. This finding suggests that the repeated speaking opportunities provided through Gallery Walk activities enabled students to improve their pronunciation of Arabic words and sounds. Notably, pronunciation had the lowest baseline score among all assessed aspects, yet demonstrated substantial improvement following the intervention.

Similarly, the mean score for comprehension increased from 2.2 to 3.1. This improvement indicates that students not only became more capable of producing Arabic words and sentences but also developed a better understanding of their meanings and contextual use. Therefore, the

observed improvement in speaking ability reflects not merely mechanical language production but also growth in communicative understanding.

Taken together, all assessed aspects demonstrated relatively balanced improvement. This pattern suggests that Gallery Walk contributed to the comprehensive development of speaking ability rather than enhancing only a single component. Students' speaking performance improved simultaneously in terms of fluency, linguistic accuracy, pronunciation, and comprehension.

Table 3. Distribution of Foreign Language Anxiety Categories

Category	Score Range	Pretest (n)	Posttest (n)
Very High	51–60	2	0
High	42–50	14	3
Moderate	33–41	6	13
Low	24–32	0	5
Very Low	15–23	0	1

The category distribution analysis provides a more detailed picture of changes in students' anxiety levels. Prior to the intervention, 16 students (72.7%) were classified within the high and very high anxiety categories, indicating that the majority experienced anxiety levels that could potentially hinder their participation in Arabic speaking activities.

Following the implementation of Gallery Walk, the number of students in the high and very high anxiety categories decreased dramatically to only three students (13.6%). This reduction of nearly 60 percentage points reflects a substantial improvement in students' affective conditions.

Conversely, the number of students in the moderate category increased from six to thirteen. Moreover, the low and very low anxiety categories, which were absent during the pretest, were represented by six students in the posttest. These findings indicate a clear shift toward more favorable anxiety levels.

From a group-level perspective, this distributional change is arguably more meaningful than the reduction in mean scores alone. The movement of students across anxiety categories suggests that the improvement was systematic and experienced by a substantial proportion of the class. Thus, Gallery Walk not only reduced anxiety

scores statistically but also transformed the overall emotional profile of the classroom.

Table 4. Shapiro–Wilk Normality Test Results

Variable	Statistic	df	Sig.
Pretest Foreign Language Anxiety	0.767	22	< .001
Posttest Foreign Language Anxiety	0.875	22	.010
Pretest <i>Maharah Kalam</i>	0.925	22	.097
Posttest <i>Maharah Kalam</i>	0.921	22	.080

The results of the normality test indicate that the *foreign language anxiety* data yielded significance values below .05 in both the pretest and posttest, suggesting that the data did not meet the assumption of normality. Consequently, differences in anxiety scores were analyzed using the Wilcoxon Signed Rank Test.

In contrast, the *maharah kalam* data produced significance values above .05 for both measurements. Therefore, the data were considered normally distributed and suitable for analysis using a paired-sample *t*-test.

Table 5. Wilcoxon Signed Rank Test Results for Foreign Language Anxiety

Statistic	Value
Z	-4.177
Sig. (2-tailed)	< .001

The Wilcoxon Signed Rank Test yielded a significance value below .001, which is substantially lower than the .05 significance threshold adopted in this study. Therefore, a statistically significant difference was found between students' *foreign language anxiety* scores before and after the implementation of Gallery Walk.

The negative Z value (-4.177) indicates that the direction of change was toward lower anxiety levels. This finding corroborates the descriptive results, which showed a decline in mean anxiety scores and a shift in category distribution toward lower levels of anxiety.

Statistically, these results provide strong evidence that the observed changes were not due to random variation but were associated with the implementation of the Gallery Walk method during the instructional process.

Table 6. Paired-Sample *t*-Test Results for *Maharah Kalam*

Statistic	Value
Mean Difference	-3.163
<i>t</i>	-17.648
df	21
Sig. (2-tailed)	< .001
95% CI Lower Bound	-3.506
95% CI Upper Bound	-2.767

The paired-sample *t*-test produced a significance value below .001, indicating a statistically significant difference between students' *maharah kalam* scores before and after the intervention. The *t* value of -17.648 demonstrates that the observed difference was highly significant.

The mean difference of -3.163 indicates that posttest scores were consistently higher than pretest scores. Furthermore, the 95% confidence interval remained entirely within the negative range, suggesting that the improvement in speaking ability occurred consistently across the sample.

The magnitude of the obtained *t* value suggests that the improvement was not only statistically significant but also educationally meaningful. In other words, the observed change was substantial enough to be considered relevant within the context of Arabic language learning at the elementary school level.

Overall, the findings reveal two major outcomes. First, the Gallery Walk method was associated with a significant reduction in *foreign language anxiety*, as evidenced by decreases in mean scores, shifts in anxiety category distributions, and statistically significant test results. Second, Gallery Walk was associated with significant improvements in *maharah kalam* across all assessed speaking dimensions. Taken together, these findings suggest that the intervention contributed not only to language performance but also to the affective conditions that underpin successful Arabic language learning.

Discussion

The findings of this study demonstrate that the implementation of the Gallery Walk method contributed significantly to reducing *foreign language anxiety* and improving the *maharah kalam* skills of third-grade students at MI Miftahul Khoir 1 Karangrejo. These findings suggest that success in Arabic language learning is determined not only by the

mastery of linguistic content but also by affective conditions that encourage learners to use the target language in authentic communicative situations. Therefore, the changes observed in this study should be understood not merely as improvements in learning outcomes but also as changes in the learning environment that influence students' communicative behavior.

The reduction in *foreign language anxiety* observed in this study indicates that Gallery Walk was able to create a more comfortable learning atmosphere for students when using Arabic. Prior to the intervention, most students were classified within the high and very high anxiety categories. Following the implementation of Gallery Walk, the distribution shifted toward the moderate, low, and very low anxiety categories. This shift suggests that students felt more secure participating in speaking activities without being overwhelmed by excessive fear of making mistakes or receiving negative evaluations from others.

These findings can be explained through the perspective of the *Affective Filter Hypothesis*, which posits that anxiety is one of the factors that may impede language acquisition.¹⁴ Under conditions of high anxiety, learners tend to avoid interaction and fail to take full advantage of available learning opportunities. Conversely, when anxiety decreases, learners become more receptive to learning experiences and more willing to use the language they are learning.¹⁵ The Gallery Walk method appears to have lowered this affective barrier by creating a learning environment that was more relaxed, interactive, and less focused on individual performance in front of the entire class.

Another important factor contributing to the reduction of anxiety is the small-group structure inherent in Gallery Walk activities. In conventional classrooms, students are often required to answer questions or speak individually in front of their classmates. Such situations may increase *fear of negative evaluation*, namely concerns about being judged by teachers or peers.¹⁶ In contrast, Gallery Walk promotes more

¹⁴ Dewaele, Jean-Marc, Alfaf Albakistani, and Iman Kamal Ahmed. "Levels of Foreign Language Enjoyment, Anxiety and Boredom in Emergency Remote Teaching and in in-Person Classes." *The Language Learning Journal* 52, no. 1 (January 2024): 117–30. <https://doi.org/10.1080/09571736.2022.2110607>.

¹⁵ Icha Gilang Permata, Icha Gilang Permata, and Machrup Eko Cahyono. "Implications of Social Anxiety Disorder on the Improvement of Maharah Al-Kalam Arabic Students." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 4, no. 2 (July 2023): 124–47. <https://doi.org/10.19105/ajpba.v4i2.8877>.

¹⁶ Sadoughi, Majid, and S. Yahya Hejazi. "How Can L2 Motivational Self System Enhance Willingness to Communicate? The Contribution of Foreign Language

natural interaction through group discussions and movement between learning stations. Students' attention is distributed across group activities rather than concentrated on a single individual. As a result, learners are able to experiment with Arabic language use without feeling that they are the center of attention, thereby reducing psychological pressure.

In addition to reducing anxiety, the findings also indicate that Gallery Walk was associated with improvements in all assessed dimensions of *maharah kalam*, including fluency, vocabulary and grammatical structure, pronunciation, and comprehension. The relatively balanced improvement across these dimensions suggests that the observed development was not limited to a single aspect of speaking performance but encompassed multiple components simultaneously. These findings indicate that students not only became more willing to speak but also improved the quality of the language they produced, thereby enhancing their overall speaking competence.¹⁷

The improvement in speaking skills may be attributed to the abundance of communicative opportunities provided throughout the Gallery Walk activities. In language learning, speaking ability develops through repeated practice and active language use.¹⁸ During the intervention, students engaged in observing posters, participating in group discussions, expressing opinions, and practicing the pronunciation of Arabic words and sentences. These activities provided more intensive exposure to language use than traditional teacher-centered instruction. The more frequently students used Arabic in meaningful contexts, the greater their opportunity to develop fluency, accuracy, and confidence in communication.¹⁹

Enjoyment and Anxiety.” *Current Psychology* 43, no. 3 (January 2024): 2173–85. <https://doi.org/10.1007/s12144-023-04479-3>.

¹⁷ YAKIN, AINUL, and Seif Robeth Al-Haq. “Tahlîlu Al-Asâlib al-Lughawiyyah Li A’dhâi Firqati al-Munâdharah al-’Ilmiyyah Bi Tarbiyatil Mu’allimîn al-Islâmiyyah Fî Musâbaqati al-Munâdharah al-’Ilmiyyah.” *Alibbaa': Jurnal Pendidikan Bahasa Arab* 4, no. 2 (July 2023): 249–74. <https://doi.org/10.19105/ajpba.v4i2.8874>.

¹⁸ Jaelani, Alan, and Olivia Widad Zabidi. “Junior High School Students' Difficulties of English Language Learning in the Speaking and Listening Section.” *ELT Forum: Journal of English Language Teaching* 9, no. 1 (July 2020): 45–54. <https://doi.org/10.15294/elt.v9i1.38287>.

¹⁹ Ahmad Kashmiri, Hayat. “Communication Challenges: Saudi EFL Speaking Skills and Strategies to Overcome Speaking Difficulties.” *Arab World English Journal*, no. 267 (December 2020): 1–61. <https://doi.org/10.24093/awej/th.267>.

From a language learning perspective, these findings also highlight the importance of interaction in the development of communicative competence.²⁰ Through interaction with peers, students gain opportunities to negotiate meaning, adjust their language use, and naturally correct errors during communication. Consequently, the improvement in speaking ability observed in this study can be attributed not only to exposure to instructional content but also to the quality of interaction fostered through the Gallery Walk process.

Interestingly, the results suggest that the reduction in *foreign language anxiety* and the improvement in *maharah kalam* did not occur independently but were closely interconnected. Students who felt more comfortable using Arabic tended to participate more actively in speaking activities. Increased participation subsequently generated more opportunities for practice, which ultimately contributed to improved speaking performance. In this sense, the reduction of anxiety may be viewed as one of the mechanisms through which speaking development was facilitated.²¹

This relationship demonstrates that affective and performance-related dimensions of language learning cannot be clearly separated.²² Many language teaching practices continue to emphasize vocabulary and grammar mastery while paying insufficient attention to learners' emotional conditions. However, the findings of this study indicate that speaking performance is influenced not only by what learners know but also by the extent to which they feel secure and confident in applying that knowledge in real communicative situations.²³

²⁰ Mohamed Mokhtar, Mohd Ieruan. "Lower Secondary Students' Arabic Speaking Anxiety: A Foreign Language Literacy Perspective." *International Journal of Education and Literacy Studies* 8, no. 4 (October 2020): 33. <https://doi.org/10.7575/aiac.ijels.v.8n.4p.33>.

²¹ Zhou, Li, Yiheng Xi, and Katja Lochtman. "The Relationship between Second Language Competence and Willingness to Communicate: The Moderating Effect of Foreign Language Anxiety." *Journal of Multilingual and Multicultural Development* 44, no. 2 (February 2023): 129–43. <https://doi.org/10.1080/01434632.2020.1801697>.

²² Mulyadi, Dodi, Testiana Deni Wijayatiningsih, Charanjit Kaur Swaran Singh, and Entika Fani Prastikawati. "Effects of Technology Enhanced Task-Based Language Teaching on Learners' Listening Comprehension and Speaking Performance." *International Journal of Instruction* 14, no. 3 (July 2021): 717–36. <https://doi.org/10.29333/iji.2021.14342a>.

²³ Md Noor, Mohamad Lukman Al Hakim bin, Muhamad Zamri bin Abdul Gani, Nur Shuhadak Binti Ismail, Nor Zahidah binti Ahmad, Khairunnisa Mohd, and

The findings further support the view that effective language learning should be grounded in a collaborative learning environment. Gallery Walk not only provides opportunities for students to learn from their teacher but also enables them to learn from their peers through interaction and cooperation. From the perspective of social constructivism, such processes are essential because knowledge is constructed through social activity and the negotiation of meaning.²⁴ When students exchange ideas, assist classmates who encounter difficulties, and collaboratively complete communicative tasks, learning becomes more meaningful than when they function solely as passive recipients of information.

Beyond its direct contribution to Arabic language learning, the findings of this study also hold important implications for the growing field of Artificial Intelligence (AI)-supported language learning. Contemporary AI-based language learning platforms increasingly offer personalized and interactive learning experiences through automated feedback, conversational simulations, and technology-enhanced learning support. Nevertheless, the effectiveness of these technologies ultimately depends on learners' readiness to engage actively in communication. Students who continue to experience high levels of speaking anxiety may not fully benefit from the opportunities provided by AI-supported systems.²⁵

In this regard, Gallery Walk may be viewed as a pedagogical bridge between traditional Arabic language instruction and increasingly AI-supported learning environments. The core competencies fostered through Gallery Walk, such as communicative confidence, active participation, collaboration, and willingness to use the target language,

Jamsuri Mohd. Shamsudin. "Implementing Arabic Educational Charade Game in Acquiring Arabic Vocabulary and Improving Arabic Speaking Skill." *International Journal of Academic Research in Business and Social Sciences* 13, no. 6 (June 2023). <https://doi.org/10.6007/IJARBS/v13-i6/17406>.

²⁴ Maimunah, Iffat, Sutaman Sutaman, R. Taufiqurrochman, Husnatul Hamidiyyah Siregar, and Moulay Mhamed Ismaili Alaoui. "SYNCHRONOUS ARABIC LEARNING BASED ON SOCIOCULTURAL THEORY: NEW TRENDS IN ARABIC LEARNING AT UNIVERSITY." *Arabi : Journal of Arabic Studies* 7, no. 2 (December 2022): 162–72. <https://doi.org/10.24865/ajas.v7i2.480>.

²⁵ Zhou, Shuqi, Ming Ming Chiu, Zehua Dong, and Wenye Zhou. "Foreign Language Anxiety and Foreign Language Self-Efficacy: A Meta-Analysis." *Current Psychology* 42, no. 35 (December 2023): 31536–50. <https://doi.org/10.1007/s12144-022-04110-x>.

are equally essential in AI-mediated learning contexts.²⁶ Before learners can effectively interact with virtual tutors, AI conversational agents, or automated feedback systems, they must first develop the psychological readiness to engage actively in communication. Therefore, Gallery Walk is relevant not only as a conventional instructional strategy but also as a pedagogical foundation for preparing students to participate successfully in future language learning environments.

From a practical perspective, these findings offer important implications for Arabic language teachers at the elementary school level. Educators should consider adopting instructional strategies that simultaneously address affective and linguistic dimensions of learning. Gallery Walk may be integrated regularly into *maharah kalam* instruction because it provides students with opportunities to practice speaking in a more supportive and collaborative environment. Furthermore, visual media, interactive posters, and technology-enhanced materials can be combined with Gallery Walk activities to enrich students' learning experiences.

Despite these contributions, several limitations should be acknowledged. The study employed a one-group pretest–posttest design without a control group, which limits the strength of causal inferences. The relatively small sample size and the involvement of only one school also restrict the generalizability of the findings. Moreover, the study examined only the short-term effects of the intervention and therefore cannot determine whether the observed improvements in anxiety and speaking performance can be sustained over time. Future research should incorporate control groups, larger and more diverse samples, longer intervention periods, and investigations into the integration of Gallery Walk with AI-based learning technologies in Arabic language education.

²⁶ AL-Smadi, Mohammad. *ChatGPT and Beyond: The Generative AI Revolution in Education*. November 26, 2023.

Conclusion

This study aimed to examine the effectiveness of the Gallery Walk method in reducing *foreign language anxiety* and improving the *maharah kalam* skills of third-grade students at MI Miftahul Khoir 1 Karangrejo. The findings revealed that Gallery Walk significantly reduced students' language anxiety, as evidenced by the decrease in mean *foreign language anxiety* scores, the shift in anxiety category distributions toward lower levels, and the statistically significant results of the Wilcoxon test. In addition, Gallery Walk significantly improved students' *maharah kalam* across all assessed dimensions, including fluency, vocabulary and grammatical structure, pronunciation, and comprehension. These findings address all research questions and demonstrate that a collaborative, interactive, and low-pressure learning environment can effectively support both the affective and performance-related dimensions of Arabic language learning. Theoretically, the study reinforces the importance of affective factors in language acquisition and provides empirical support for the view that reducing language anxiety contributes to improved oral communication skills. Pedagogically, the findings suggest that Gallery Walk can serve as a transitional approach that bridges traditional Arabic language teaching practices and the demands of increasingly AI-supported language learning environments, particularly by fostering communicative confidence, active participation, and learner self-confidence.

Nevertheless, the findings should be interpreted with caution because the study employed a one-group pretest–posttest design without a control group, involved a relatively small number of participants, and was conducted within a single elementary school context. Furthermore, the study did not examine the long-term sustainability of the intervention effects nor directly assess students' readiness to participate in AI-supported language learning environments. Therefore, future research is recommended to employ quasi-experimental or experimental designs with control groups, involve larger and more diverse samples, and investigate the effects of the intervention over a longer period. Future studies may also explore the integration of Gallery Walk with AI-based technologies, such as AI-generated speaking prompts, conversational agents, and automated feedback systems, to provide a more comprehensive understanding of how collaborative learning strategies can support the transformation of Arabic language education in the era of artificial intelligence.

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