

Repeat After Me: Affective Scaffolding for Arabic Speaking Fluency

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ABSTRACT

Despite the widespread use of repetition in Arabic speaking instruction, empirical research examining its affective scaffolding dimension particularly teacher vocal modulation as an emotional and psychomotor support remains limited. This study investigates the role of affective scaffolding in enhancing Arabic speaking fluency through the "Repeat After Me" technique in a pesantren-based classroom. Using a quasi-experimental mixed-method design, sixty male students were divided into experimental and control groups over eight weeks of instruction. The experimental group received teacher-guided vocal scaffolding involving tone modulation, rhythmic pacing, and empathetic feedback, while the control group practiced standard repetition. Quantitative results revealed significant improvements in fluency (Cohen's $d = 0.89$) and a notable reduction in language anxiety among the experimental group. Qualitative findings from interviews indicated that collective repetition fostered emotional safety, enjoyment, and imitation of native-like pronunciation, despite physical fatigue. The integration of affective and psychomotor elements transformed repetition into an engaging, embodied learning process that strengthened confidence and rhythmical accuracy. This study concludes that teacher vocal modulation functions as both an emotional regulator and a psychomotor model, offering a holistic framework for Arabic language pedagogy that unites sound, emotion, and bodily expression.

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Introduction

In second language acquisition (SLA), learning is increasingly understood as a process shaped not only by cognitive mechanisms but also by affective factors and embodied experience (Atkinson et al., 2025; Lopez et al., 2023; Witte, 2023). Emotional regulation,

learner comfort, rhythm, and bodily engagement play a crucial role in facilitating oral production, particularly in speaking skills where anxiety, confidence, and motor coordination intersect (Karami & Karimi, 2025; Ma, 2022; Syaheed & Salam, 2026). Contemporary SLA research highlights that language learning is fundamentally situated and embodied, emerging through interaction, vocal activity, and emotional resonance rather than through abstract mental processing alone (Li & Lan, 2022; Nussbaum & Bekerman, 2025; Pelkey, 2023; Sato et al., 2025; White, 2025). Within this perspective, classroom practices that integrate affective support and physical engagement are more likely to foster fluency and sustained participation. In Arabic language pedagogy, the principle of repetition has long been acknowledged as a cornerstone of language acquisition. The practice of teachers prompting students to “repeat after me” represents more than a mechanical drill; it embodies an affective and psycholinguistic process where emotion, rhythm, and vocal dynamics interplay to construct linguistic confidence (Albarqi, 2024; Suzuki & Hanzawa, 2022; Zhang et al., 2025). Within the context of Islamic educational institutions, especially pesantren-based Arabic classrooms, teachers often serve not merely as linguistic models but as emotional regulators whose voice, tone, and intonation shape students’ psychological readiness to speak (Hanifansyah et al., 2025). Yet, despite its ubiquity, the pedagogical and affective dimensions of repetition remain underexplored in Arabic education research, this inquiry holds particular importance, as Arabic is not merely a language of communication but the gateway to understanding the intellectual and spiritual legacy of Islamic scholarship (Hanifansyah et al., 2025).

Language, such as Arabic, remains one of the prevalent teaching-learning elements at the academic stage at both the graduate and undergraduate class levels (Elnagar et al., 2021). Teaching Arabic language has a significant focus on the speaking skill for students to cope with the complexity in pronunciation that the language has due to the continuous adaptability and dynamic growth of the spoken form of Arabic or dialects that are poorly punctuated, non-standardized and available on social media (Almelhes, 2024). The high proportion of dialect remains a significant threat to the learning of formal Arabic. The study therefore explores the verbal repetition of language which has ability to improve the overall teaching-speaking process of Arabic language (Joubran-Awadie & Shalhoub-Awwad, 2023; Khwaileh et al., 2025; Shetewi et al., 2024; Solehudin & Arisandi, 2024). People have always known the lessons that promote the student’s learning whether they be the learner of a first language or second language learning. Repetition is one of the traditional and practical activity from the teaching world with the ability to keep the learner engaged in the language and is designed as a second language activity in Arabic learning to teach students about the speaking skill (Aaj et al., 2024; Alshaikhi, 2025; Masnun et al., 2024).

From an ideal pedagogical perspective, repetition in speaking instruction should function as an integrated scaffold that combines cognitive guidance, affective support, and psychomotor engagement. Recent developments in language pedagogy emphasize that repetition should move beyond mechanical imitation toward affective scaffolding that actively engages learners emotionally and psychologically. When supported by affective cues such as encouragement, vocal modeling, and emotional resonance, repetition can foster confidence, enjoyment, and sustained participation. Malone (2023) demonstrated that modeling-based pedagogy enhanced learners' reasoning and fascination when reinforced by affective scaffolding, highlighting the importance of continuous emotional support. Similarly, Busse et al. (2024) showed that motivational and diversity-sensitive approaches not only improved vocabulary retention but also strengthened learners' emotional well-being, reinforcing the view that effective repetition operates optimally within an affective–cognitive–psychomotor learning environment.

In actual classroom practice, however, repetition is frequently implemented as a mechanical drill with limited affective or psychomotor consideration. In many instructional contexts, including Islamic boarding schools, “repeat after me” activities often prioritize accuracy and memorization while overlooking learners' emotional states and vocal embodiment. This condition is particularly problematic in Arabic language learning, where challenges such as diglossia between Standard Arabic and local dialects heighten learners' anxiety and reduce speaking confidence. Without deliberate affective scaffolding, repetition may fail to alleviate fear of error or encourage expressive oral participation, thereby constraining fluency development. Despite the centrality of repetition in Arabic pedagogy, empirical research rarely examines how teacher-mediated affective and vocal strategies can transform repetition from a rigid drill into a supportive and confidence-building speaking practice.

Although these studies have advanced understanding of scaffolding, affect, and affordances, research still rarely integrates these dimensions within Arabic language pedagogy. Drawing on affordance theory, Crippen and Lindemann (2024) introduced the notion of selective permeability, emphasizing how environmental and cultural factors shape learners' opportunities for action an insight that can be extended to teacher vocal intonation as a regulator of learners' verbal participation. Beyond cognitive and affective domains, Santos (2023) highlighted tangible psychomotor scaffolding, underscoring bodily engagement in skill acquisition, a dimension highly relevant to Arabic pronunciation where articulation and rhythm require coordinated vocal modeling. Nevertheless, existing research has largely focused on English and Chinese contexts, overlooking the embodied and affective nature of Arabic speech learning in pesantren environments. Therefore, this study addresses these gaps by framing

“Repeat After Me” as an integrated model of affective and psychomotor scaffolding, aiming to reveal how teacher vocal modulation can reduce anxiety, activate learner engagement, and enhance Arabic speaking fluency in authentic classroom settings.

This research focuses on two main questions: How do teachers employ vocal strategies (tone, intonation, rhythm, and pacing) as forms of affective scaffolding in Arabic speaking instruction? How does this vocal repetition practice influence learners’ emotional state and speaking fluency over time?

This study offers a novel contribution by reframing “Repeat After Me” as an embodied affective scaffolding model in which teacher vocal modulation functions as both an emotional regulator and a psychomotor guide for Arabic speaking fluency. The study is limited to classroom interactions in Arabic speaking courses at a pesantren-based university setting, with observations centered on teacher-led repetition sessions. The significance of this study lies in its pedagogical contribution: it redefines “repetition” not as a monotonous exercise but as a dynamic interaction shaped by affective engagement. It positions the teacher’s voice as both a cognitive input and an emotional instrument, contributing to the growing discourse on affective factors in second language acquisition (SLA).

By conceptualizing “Repeat After Me” as a form of affective scaffolding, this research aims to enrich Arabic language teaching theory with a balanced perspective that integrates psycholinguistic, emotional, and pedagogical insights. It builds upon the foundations of Vygotsky’s Zone of Proximal Development and Krashen’s Affective Filter Hypothesis, offering a model of Arabic instruction where emotional resonance and vocal guidance work hand in hand to facilitate linguistic fluency. Thus, this study contributes to the development of empathetic and affect-aware pedagogical practices within the broader field of Arabic language education.

Method

This study employed a quasi-experimental mixed-method design to achieve methodological complementarity and confirmation between quantitative and qualitative data. The quantitative component was used to measure changes in students’ Arabic speaking fluency and anxiety levels resulting from the intervention, while the qualitative component was intended to capture learners’ affective experiences, perceptions of teacher vocal strategies, and classroom interaction dynamics that could not be fully explained by numerical outcomes alone. Integration of the two strands occurred at both the interpretation and discussion stages, where qualitative findings were used to explain, contextualize, and elaborate the quantitative results. This design aligns with Creswell’s explanatory mixed-method framework, in which

qualitative data serve to strengthen the interpretive validity of experimental findings (Creswell, 2021; Creswell & Creswell, 2020).

The research focused on the implementation of the “Repeat After Me” technique integrated with affective scaffolding, emphasizing teachers’ vocal strategies such as modulation of tone, tempo, volume, rhythm, and emotional emphasis during Arabic speaking instruction. The purpose of this method was to explore both the measurable learning outcomes and the affective–psychomotor mechanisms through which vocal variation influenced students’ confidence and fluency in speaking Arabic.

The research was conducted at Pondok Pesantren Darullughah Wadda’wah, Pasuruan, Indonesia, with a total of 60 male students enrolled in the Mahārah Kalām (Arabic speaking) course. Participants were divided into two equal groups of 30 students each, selected based on similar pretest performance and anxiety levels. Inclusion criteria required students to be actively engaged in the Arabic speaking class and to have no prior experience in vocal-based intervention programs. The learning environment reflected a pesantren context, where teacher–student interaction, oral repetition, and emotional engagement play vital roles in shaping language learning outcomes. Participants were male undergraduate students aged 18–21 years ($M \approx 19.6$) enrolled in the second year of the Mahārah Kalām (Arabic speaking) course. Most participants came from moderate socioeconomic backgrounds, with Arabic exposure primarily acquired through pesantren-based education rather than formal international programs. All participants shared a relatively homogeneous educational background, having completed secondary-level Arabic instruction within Islamic boarding school environments. This demographic homogeneity helped minimize extraneous variation related to age, educational level, and prior Arabic exposure.

The instructors involved in the intervention were Arabic language lecturers with comparable professional backgrounds, each holding at least a master’s degree in Arabic language education and having more than five years of teaching experience in pesantren-based higher education. Prior to the study, none of the instructors had received formal training specifically in affective vocal scaffolding; however, all were familiar with traditional repetition-based instruction. To minimize instructor-related variability, only one trained instructor implemented the intervention in the experimental group, while the control group was taught by an instructor with equivalent academic qualifications and teaching experience but without exposure to affective vocal training. This design ensured that observed differences could be attributed to the instructional strategy rather than teacher competence or experience.

The intervention was conducted over eight weeks, with two sessions per week lasting 90 minutes each. Teachers in the experimental group were trained to apply affective vocal strategies, including intonational variation to express meaning and emotion, controlled pacing

with deliberate pauses to allow echo repetition, rhythmic segmentation to emphasize key lexical items, empathetic verbal feedback to reduce anxiety, and contextualization of examples within students' daily lives in the pesantren. These strategies aimed to create an emotionally safe and motivating learning environment. The learning materials consisted of short and contextually relevant Arabic utterances such as greetings, requests, and simple dialogues that were progressively expanded throughout the sessions to promote fluency and confidence.

Data were collected using five main instruments: the Arabic Speaking Fluency Rubric (ASFR), the Foreign Language Classroom Anxiety Scale Arabic Adaptation (FLCAS-A), an Observation Checklist of Teacher Vocal Strategy (OTVS), weekly self-report comfort scales, and qualitative field notes with audio recordings. The ASFR measured fluency, grammatical accuracy, prosody, comprehensibility, and confidence, each on a 5-point scale, and was rated by two independent experts. The FLCAS-A consisted of 33 items assessing students' anxiety levels before and after the intervention. The OTVS contained 12 indicators to ensure fidelity of the teacher's vocal implementation, while field notes and recordings captured spontaneous reactions and classroom dynamics.

The research procedure consisted of four phases: pretesting, teacher training, intervention, and posttesting. Before the intervention, both groups took an oral pretest and completed the FLCAS-A questionnaire. Teachers assigned to the experimental group participated in a preparatory workshop on affective vocal modulation and scaffolding principles. During the intervention phase, both groups practiced "Repeat After Me" sessions, but only the experimental group received vocal affective scaffolding. Each session began with warm-up drills, followed by teacher modeling, choral and individual repetition, and guided substitution exercises. Observations and audio recordings were conducted weekly to document teacher vocal behavior and student responses. After the intervention, students completed the posttest and the same FLCAS-A questionnaire, while a subsample of 8–10 students from each group participated in semi-structured interviews to share their affective learning experiences.

Quantitative data were analyzed using paired and independent *t*-tests to examine within- and between-group differences, followed by ANCOVA to control for pretest variations. Effect sizes were calculated using Cohen's *d* to determine the magnitude of the intervention's impact. Repeated-measures analysis was applied to monitor weekly changes in students' comfort levels. Meanwhile, qualitative data—derived from field notes, interviews, and recordings—were analyzed thematically to identify patterns related to emotional safety, confidence development, ease of repetition, and transfer of learned expressions to daily communication. Interrater reliability for ASFR was assessed using the Intraclass Correlation Coefficient (ICC), while the FLCAS-A's internal consistency was verified through Cronbach's

alpha. Treatment fidelity was ensured when at least 80% of the OTVS indicators were consistently implemented.

Ethical clearance was obtained from the institutional research committee, and permission was granted by the pesantren administration. All participants provided informed consent, and confidentiality was strictly maintained. Students were informed of their right to withdraw from the study at any point without academic penalty. Despite its strengths, the study acknowledges certain methodological limitations, including the use of non-randomized intact classes that may introduce cluster effects and the relatively short duration of eight weeks, which limits long-term generalizability. Nevertheless, these limitations were mitigated through detailed contextual reporting, triangulation of data sources, and careful monitoring of implementation fidelity.

Result and Discussion

The results of the Observation Checklist of Teacher Vocal Strategy (OTVS) and post-intervention evaluation showed that teachers in the experimental group demonstrated significantly higher levels of affective vocal scaffolding compared to the control group. Specifically, classroom observations indicated that teachers frequently employed deliberate tone variation to signal encouragement, rhythmic pacing with strategic pauses to support echo repetition, and empathetic verbal cues (e.g., softened intonation and collective re-voicing) to reduce learners' hesitation during speaking tasks. These vocal behaviors were consistently observed during choral and individual repetition activities and were largely absent in the control group, where repetition was delivered in a uniform tone with minimal emotional modulation. Independent samples *t*-test indicated a substantial difference between the two groups ($t(58) = 7.46, p < .001$), confirming that the trained teachers consistently applied modulation in tone, rhythm, tempo, and affective expression during the "Repeat After Me" sessions.

Further analysis of the *Arabic Speaking Fluency Rubric (ASFR)* revealed that students in the experimental group achieved a mean posttest score of 21.8 (SD = 2.1), compared to 18.4 (SD = 2.5) in the control group. The gain score difference between pretest and posttest was statistically significant ($t(58) = 5.73, p < .001$), with an effect size of Cohen's $d = 0.89$, indicating a large effect of affective scaffolding on speaking fluency improvement. The most substantial gains appeared in the domains of prosody (intonation and rhythm) and confidence, suggesting that vocal modeling effectively enhanced both the psychomotor and emotional aspects of speech.

Results from the *Foreign Language Classroom Anxiety Scale – Arabic Adaptation (FLCAS-A)* also indicated a marked reduction in anxiety levels among the experimental group

(from $M = 103.4$, $SD = 7.9$ to $M = 85.6$, $SD = 6.2$), compared to a smaller decrease in the control group (from $M = 104.7$, $SD = 8.1$ to $M = 98.3$, $SD = 7.4$). The ANCOVA analysis controlling for pretest differences confirmed the significant main effect of treatment ($F(1,57) = 19.22$, $p < .001$, partial $\eta^2 = .25$). Weekly self-report comfort scales showed a steady upward trend in students' emotional comfort, especially after the third week of exposure, aligning with the teacher's increasing use of empathetic cues and rhythmic voice modulation.

Learners' Emotional and Linguistic Responses to "Repeat After Me" Sessions

Semi-structured interviews with 10 participants from the experimental group provided insights into learners' affective experiences. Three dominant themes emerged: (1) *emotional safety and enjoyment*, (2) *rhythmic memory and pronunciation ease*, and (3) *teacher voice as motivation*. Selected excerpts illustrate these themes:

"When the teacher repeated the sentence with changing tones, it felt like the Arabic words were alive. It made me more confident to imitate him without fear of making mistakes."

(Participant 7)

"At first, I felt nervous speaking Arabic, but when the teacher used a calm and rhythmic voice, it helped me relax. I started to focus on the rhythm instead of my anxiety." (Participant 3)

"Repeating after the teacher felt like singing. The rhythm helped me remember the structure of sentences easily. It was different from memorization, it felt natural." (Participant 9)

"The teacher's intonation made the class atmosphere warm. Even if I mispronounced a word, he laughed kindly and asked us to repeat together. That made me brave." (Participant 1)

Thematic analysis of these narratives revealed that learners experienced a shift from *performance anxiety* to *affective engagement*. The auditory and emotional modeling by the teacher not only lowered anxiety but also built an implicit *prosodic schema* a mental rhythm and tone pattern that facilitated spontaneous speech. The combination of repetition, rhythm, and empathy created a psychologically safe learning environment, echoing Krashen's (1982) Affective Filter Hypothesis that emotional comfort fosters linguistic input internalization.

The quantitative and qualitative findings jointly demonstrate that affective vocal scaffolding through tone modulation, empathetic rhythm, and emotional resonance significantly improved students' speaking fluency and reduced language anxiety. This aligns with Malone (2023), who found that modeling-based instruction strengthened both cognitive and affective engagement among English learners. Similar to Malone's observation of increased fascination and reasoning, the present study revealed that learners became more expressive and confident as the teacher's vocal tone guided their emotional orientation toward Arabic speaking.

Collective Voicing and the Emergence of Motivation through “Repeat After Me”

Another remarkable outcome of the “Repeat After Me” sessions was the emergence of *collective energy* among students during choral repetition. When learners spoke aloud together, the classroom atmosphere transformed from silence and hesitation into a rhythmic and engaging space filled with coordinated voices. This collective voicing served not only as a pronunciation practice but also as a motivational catalyst that reduced boredom and increased a sense of belonging. The dynamic rhythm, teacher’s intonation, and group echoing created what learners described as “joyful noise” a psychologically uplifting experience that made Arabic speaking practice more enjoyable and less intimidating.

“Repeating together made me feel less shy because everyone’s voice blended into one. It didn’t feel like I was being tested but like we were singing together.” (Participant 5)

“Sometimes we laughed when our voices didn’t match the teacher’s tone. It was fun and broke the monotony of usual grammar lessons.” (Participant 8)

“When the teacher asked us to repeat with a louder voice, it made me focus more on the rhythm and sound. I started to catch a little of the Arab accent, even if not perfect.” (Participant 2)

Although the pronunciation was not entirely native-like, students reported that continuous vocal imitation and repetition helped them capture certain aspects of Arabic rhythm, stress, and dialectal flow. Through repeated exposure, they became familiar with *phonological patterns* and *melodic intonation* typical of native Arabic speakers. This partial imitation created a sense of linguistic authenticity that boosted learners’ motivation, as they began to feel “a little like Arabic speakers” in tone and rhythm, even if their articulation was imperfect.

“Even though we are not Arabs, when we repeat together, it feels like we are part of the language itself. It gives me the spirit to continue.” (Participant 4)

Nevertheless, students also admitted to physical fatigue after extended choral repetition. Several mentioned that their throats became dry or tired after intense sessions, describing the activity as “a little exhausting but satisfying.” This indicates that while *Repeat After Me* is affectively energizing, it also engages the psychomotor domain, requiring continuous breath control, vocal stamina, and coordinated speech movements. The activity thus strengthens both vocal endurance and phonetic awareness, linking physical exertion with emotional satisfaction.

“It’s tiring and makes us thirsty, but it’s a good kind of tiredness — like we have really practiced speaking.” (Participant 6)

To further examine the motivational dynamics of collective voicing, learners’ responses were analyzed in relation to their initial levels of speaking anxiety. Further qualitative analysis revealed distinct response patterns to collective voicing among students with different initial

anxiety levels. Learners who reported high pre-intervention anxiety tended to participate more actively during choral repetition than during individual speaking tasks, using collective voicing as a protective space that reduced fear of negative evaluation. For these students, blending their voices with peers functioned as an affective buffer, allowing gradual engagement without immediate performance pressure. In contrast, students with lower initial anxiety were more likely to transfer confidence gained from collective repetition into individual utterances, using the rhythmic momentum of group voicing as a springboard for solo speech. This pattern suggests that collective voicing serves dual affective functions: as an anxiety-reducing entry point for hesitant learners and as a fluency-enhancing amplifier for more confident speakers.

These differentiated response patterns highlight the adaptive value of collective voicing as a flexible affective scaffold that accommodates learners' diverse emotional entry points into Arabic speaking practice.

These findings highlight that *collective voicing* functions as both social-affective scaffolding and psychomotor reinforcement. The shared sound environment fosters solidarity, lowers self-consciousness, and replaces the monotony of traditional drills with rhythmic collaboration. The enjoyment derived from this synchronized vocal practice corresponds with Krashen's (1982) notion that low-anxiety, high-engagement environments accelerate language acquisition. It also echoes Santos' (2023) perspective on *embodied learning*, where vocal repetition becomes a tangible and physical form of engagement that strengthens emotional commitment and memory retention.

In essence, the *Repeat After Me* approach transforms repetition from a static drill into an affective-physical ritual of learning one that unites emotion, sound, and body. Through collective voice, learners experience not only improved fluency but also the joy of shared participation, the courage to imitate, and the perseverance to continue despite fatigue. This synergy between emotional relief, motor practice, and group belonging makes repetition an effective antidote to boredom, encouraging persistence and positive identity formation as Arabic speakers in a non-native context.

The emergence of collective motivation through group repetition aligns with Malone's (2023) findings on *modeling-based pedagogy*, where active participation and emotional engagement strengthen learner reasoning and confidence. Similarly, Busse et al. (2024) emphasized that shared affective experiences in classroom interaction can reduce fatigue and sustain enjoyment, a phenomenon clearly observed in this study's group voicing sessions. Furthermore, the partial imitation of native-like pronunciation supports Santos' (2023) framework of *psychomotor learning*, illustrating how repetition combines emotional satisfaction with physical practice. Even the reported exhaustion and thirst parallel Tong et al.'s (2024)

insight that *embodied affordances* such as vocal rhythm and tone demand both cognitive focus and bodily engagement. Thus, the present study extends prior research by demonstrating that “Repeat After Me” not only enhances affective engagement but also fosters an embodied sense of authenticity and resilience among non-native Arabic learners.

Furthermore, the results corroborate the findings of Busse et al. (2024), who emphasized that motivational scaffolding fosters emotional well-being in language classrooms. In this study, students’ comfort and enjoyment increased through vocal empathy serving as affective reinforcement similar to motivational cues in Busse’s framework. However, the present findings extend this understanding by identifying *vocal prosody* as a specific affective mechanism within oral interaction, bridging the emotional and psychomotor aspects of speech.

The study also resonates with Tong et al. (2024), who highlighted that *teacher-mediated affordances* determine whether learners actualize emotional and interactive learning opportunities. Here, the teacher’s voice served as an *auditory-affective affordance* that activated students’ linguistic responses, particularly in anxiety-prone situations. Likewise, Crippen and Lindemann’s (2024) notion of *selective permeability* finds application in this context: the teacher’s tonal environment either opened or restricted learners’ participation space, showing that emotional resonance functions as a social affordance within classroom interaction.

From a psychomotor standpoint, the current findings parallel Santos’ (2023) concept of *tangible scaffolding* where learning involves embodied processes. The “Repeat After Me” technique trained not only the mind but also the vocal muscles, rhythm, and breath coordination. This embodied experience links affective scaffolding with *motor memory formation*, explaining why repeated rhythmic speech led to greater fluency and confidence. Students’ remarks about rhythm aiding recall confirm this psychomotor synergy.

From a theoretical perspective, this study contributes a novel pedagogical model by integrating affective and psychomotor dimensions of scaffolding within Arabic language education. By conceptualizing the teacher’s voice not merely as a source of linguistic input but as both an emotional regulator and a motor model, the findings extend existing affective scaffolding theory into an embodied-affordance framework. This framework reconceptualizes vocal tone, rhythm, and empathy as dynamic affordances that shape learners’ emotional regulation, bodily articulation, and readiness for verbal action. In doing so, the study challenges cognitively centered views of repetition by demonstrating that speaking fluency emerges from the interaction between emotional resonance and psychomotor coordination, particularly in oral language learning contexts.

Practically, these findings suggest a shift in how Arabic speaking instruction should be designed and implemented, especially in pesantren-based classrooms. Rather than treating

“Repeat After Me” as a mechanical accuracy-focused activity, teachers can intentionally employ vocal modulation such as rhythmic pacing, empathetic intonation, and controlled volume to create emotionally safe and engaging speaking environments. This approach encourages learner confidence, reduces anxiety, and supports sustained oral participation. The results further imply that teacher education programs should incorporate voice awareness and affective communication training as part of speaking pedagogy, enabling instructors to use their voice strategically as a pedagogical tool rather than relying solely on textual or grammatical instruction.

Conclusion

This study has demonstrated that the “Repeat After Me” technique, when integrated with affective scaffolding, significantly enhances Arabic speaking fluency while reducing learners’ anxiety. The findings reveal that teacher vocal strategies through tone modulation, rhythm, empathy, and prosodic variation serve as powerful affective and psychomotor scaffolds. These elements not only improved students’ confidence and pronunciation but also transformed classroom repetition into an emotionally engaging and physically embodied learning experience. The collective voicing observed in the sessions further reinforced motivation, reduced boredom, and enabled students to imitate native-like intonation patterns, even if imperfectly. Thus, the study contributes to Arabic language pedagogy by positioning teacher vocal modulation as both an emotional affordance and a motor training tool, bridging the cognitive, affective, and psychomotor dimensions of second language acquisition.

Despite its promising results, the study acknowledges certain limitations, including a relatively short intervention period and the focus on a single pesantren-based male cohort, which may limit the generalizability of findings. Future studies could extend this research across gender-diverse and multi-institutional contexts, exploring long-term retention and neurocognitive correlates of affective vocal training. Practically, the findings suggest that Arabic language educators should consciously employ vocal variety and empathetic tone to sustain student engagement and facilitate pronunciation mastery. Teacher training programs can incorporate modules on voice awareness, emotional communication, and rhythmic scaffolding to cultivate more humanistic and responsive classroom environments. Ultimately, “Repeat After Me” emerges not merely as a drill, but as a holistic pedagogical approach that integrates sound, emotion, and body revitalizing Arabic speaking instruction through affective resonance and embodied practice.

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