The issues of developing students' linguistic competence in learning Arabic in scholarly and methodological literature

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Abstract
Purpose: This study aims to analyze the main challenges and strategies in developing students' linguistic competence in Arabic, emphasizing the phonological, morphological, syntactic, and pragmatic dimensions that are shaped by the unique features of Arabic, including diglossia and the root-and-pattern morphology.
Research Methodology: The article employs a qualitative review of recent scholarly and methodological literature on Arabic language teaching. The analysis focuses on identifying recurrent obstacles and recommended pedagogical approaches highlighted in contemporary studies.
Results: The findings reveal that students face persistent difficulties in mastering phonology, script acquisition, and dialectal variation. Moreover, the integration of cultural knowledge is recognized as an essential but often underemphasized component in achieving effective linguistic competence. Successful approaches reported in the literature include communicative and competency-based methods, a balanced emphasis on both Modern Standard Arabic and colloquial dialects, and the incorporation of digital learning tools to support language practice.
Conclusions: The study concludes that interdisciplinary perspectives are crucial in addressing the complexity of Arabic linguistic competence. Teacher preparation and continuous professional development play a central role in ensuring effective instruction and meaningful learning outcomes.
Limitations: As a literature-based study, the research is limited by the scope of available sources and lacks empirical classroom observation, which may restrict the direct generalizability of the findings.
Contribution: This study contributes to Arabic language pedagogy by synthesizing recent insights and offering practical recommendations for educators and curriculum designers seeking to improve the development of linguistic competence.

Keywords: *Arabic Pedagogy, Communicative Approach, Diglossia, Linguistic Competence, Second Language Acquisition*

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1. Introduction

The acquisition of linguistic competence in Arabic as a foreign language has attracted increasing attention in contemporary research. Arabic is considered both a classical and modern world language, with unique morphological and syntactic structures that differ significantly from those of Indo-

European languages. Developing linguistic competence – defined as the mastery of phonology, vocabulary, grammar, and pragmatic use– requires a combination of methodological approaches grounded in pedagogy, linguistics, and intercultural communication. Scholarly and methodological literature emphasizes that students learning Arabic face specific challenges: diglossia (Modern Standard Arabic versus spoken dialects), complex morphology, and script acquisition issues. This article aims to analyze the main issues discussed in the literature and outline effective strategies for fostering linguistic competence in Arabic language education (I. A. Asadi & Kasperski, 2024; Husein, Hasaniyah, Murdiono, & Akmaluddin, 2023).

The growing scholarly interest in Arabic language education is driven by increasing recognition of its global importance. As one of the most widely spoken languages, Arabic holds official status in more than 20 countries and serves as the liturgical language for over a billion Muslims worldwide. It also functions as one of the six official languages of the United Nations, reinforcing its significance in international diplomacy and cultural exchanges. Beyond its religious and cultural prestige, Arabic is crucial in fields such as politics, economics, and security studies, where effective communication and a deep cultural understanding are essential. Consequently, developing linguistic competence in Arabic is not only an academic exercise but also a practical necessity for engaging in global affairs (Bergstrand Othman, 2025; Sapawi & Yusoff, 2025). From a linguistic perspective, Arabic has several unique features that make its acquisition both rewarding and challenging.

The system of triliteral and quadriliteral roots, combined with morphological patterns, produces a wide range of words and expressions from limited root words. This derivational system allows for creativity and richness but requires extensive practice and familiarity. Arabic syntax is also marked by distinctive characteristics, such as verb–subject–object (VSO) word order, gender and number agreement, and the presence of case endings in formal registers. For learners whose native languages do not share these features, adjusting to Arabic grammar can be challenging. Furthermore, the diglossic nature of Arabic creates a dual learning trajectory: students must develop competence in Modern Standard Arabic (MSA) for formal and academic contexts while simultaneously acquiring dialects for everyday communication (Almelhes, 2024; Ibrahim Abdalla Asadi & Kawar, 2024).

Pedagogical research highlights that addressing these challenges requires adopting flexible and integrative teaching methodologies. The communicative approach is often emphasized as it encourages learners to use the language in meaningful interactions rather than focusing solely on rote memorization or abstract grammar rules. Task-based instruction has also proven effective, allowing students to acquire vocabulary and grammatical structures in their context. In recent years, digital technologies have been integrated into Arabic instruction, including online platforms, mobile applications, and virtual exchanges with native speakers of Arabic. These tools provide authentic exposure to both MSA and dialects, helping learners bridge the gap between classroom learning and real-world communication in Arabic.

Equally important is the role of intercultural communication in developing pragmatic competence. Arabic is not only a linguistic system but also a carrier of cultural values, traditions and social norms. Expressions such as religious greetings, honorifics, and idiomatic phrases embody cultural meanings that cannot be understood through grammar alone. Learners must develop sensitivity to these nuances to communicate effectively and respectfully. This has led to calls for Arabic language curricula that integrate cultural content alongside linguistic instruction, ensuring that students are equipped to navigate both the linguistic and social dimensions of communication (Al-Rawashdeh, 2025; Nafilah, Hamidi, Maulidiyah, Faruq, & Mufidah, 2024).

Teacher training has emerged as a critical factor in this context. Teaching Arabic as a foreign language requires specialized expertise, including knowledge of second language acquisition theories, awareness of intercultural dynamics, and skills in applying innovative pedagogical strategies (Mohamed, Shraim, Saleh, Alshehhi, & Khalifa, 2024). However, many programs still rely on teachers who are proficient in Arabic but lack formal training in pedagogy. This gap often results in traditional, grammar-heavy instruction that overlooks the communicative and cultural aspects of learning. To address this issue,

professional development programs for Arabic teachers have emphasized the importance of reflective teaching, continuous learning, and collaboration with international peers.

Such initiatives help equip teachers with the skills to balance MSA and dialect instruction, integrate digital resources, and design learner-centered curricula. The relevance of Arabic language education extends beyond the classrooms. In an era of globalization, migration, and cross-cultural interaction, Arabic linguistic competence contributes to intercultural dialogue and mutual understanding. Universities and language institutes worldwide have responded to the growing demand by expanding Arabic programs and offering courses tailored to diverse learner needs, including heritage learners, diplomats, and business professionals. Simultaneously, online education has made Arabic more accessible, with learners engaging in distance-learning programs that transcend geographical boundaries. These developments reflect the increasing recognition of Arabic as a language of both cultural heritage and contemporary relevance (Asiri, 2022; Jwaifell, Abo Omar, & Al Tarawneh, 2018).

Despite these advances, several challenges remain to be addressed. One of the most pressing issues is balancing the teaching of MSA and dialects without overwhelming students. Some programs prioritize MSA for its standardization, whereas others integrate dialects early to foster communicative competence. Finding the right balance requires careful curriculum design and clarity in learning objectives. Another challenge lies in assessment: traditional exams may not capture the full range of linguistic competence, particularly pragmatic and intercultural skills. Consequently, alternative forms of assessment, such as portfolios, oral exams, and performance-based tasks, are increasingly being advocated.

Interdisciplinary research has proven to be valuable in addressing these issues. Psycholinguistic studies shed light on how learners process Arabic script and sounds, providing guidance on the effective sequencing of instruction. Sociolinguistic research explores language attitudes and reveals how perceptions of MSA and dialects influence learning outcomes. Educational studies contribute frameworks for curriculum design and assessment, whereas cultural studies highlight the importance of integrating literature, history, and media into language instruction. Together, these perspectives create a comprehensive foundation for improving Arabic language education (Alsharhan & Ramsay, 2020).

The ethical dimensions of Arabic language learning also deserve attention. Language education is not neutral; it shapes learners' perceptions of cultures and societies. In teaching Arabic, educators are responsible for fostering respect for cultural diversity and countering stereotypes. By encouraging learners to engage with Arabic culture critically and empathetically, language instruction contributes to building more inclusive and globally minded citizenry. This underscores the broader purpose of Arabic language education: beyond developing linguistic competence, it cultivates intercultural awareness and ethical responsibility among students.

In summary, developing linguistic competence in Arabic as a foreign language involves navigating unique linguistic challenges, pedagogical complexities, and intercultural dimensions. Scholarship highlights persistent obstacles such as diglossia, morphology, and script acquisition while also offering strategies such as communicative approaches, task-based learning, and digital integration. Teacher training, interdisciplinary research, and ethical considerations further enrich the field, making it a dynamic and evolving area of inquiry. By synthesizing these insights, this article aims to contribute to ongoing debates in applied linguistics and language pedagogy, offering practical guidance for educators and researchers committed to advancing Arabic language education in diverse contexts and settings.

2. Literature Review
2.1 Linguistic Competence in Second Language Acquisition
The concept of linguistic competence was initially introduced by Chomsky and later expanded by Hymes, Pride, and Holmes (1972) through the theory of *communicative competence*, which emphasizes the importance of pragmatic and sociolinguistic dimensions alongside phonology, morphology, and syntax. Bachman (1990) also stressed that linguistic competence cannot be separated from communicative and cultural skill. In the context of Arabic learning, this definition becomes more

complex because of the unique diglossic situation between *Modern Standard Arabic* (MSA) and local dialects.

Building on these theoretical foundations, subsequent research in applied linguistics has demonstrated that linguistic competence should be understood as a multidimensional construct that evolves dynamically during second language acquisition. Canale and Swain (1980) outline four interrelated components: grammatical, sociolinguistic, discourse, and strategic competence. These dimensions highlight that mastery of a language extends beyond structural knowledge to include the ability to use it appropriately across different social contexts. In the case of Arabic, this means that learners must not only acquire knowledge of syntax and morphology but also develop pragmatic awareness of when to employ MSA versus colloquial dialects, depending on communicative situations (Putra, Ahadiyat, & Keumalahayati, 2023; Tiimub et al., 2023).

Scholars have also emphasized that second language acquisition involves the interplay between cognitive, affective, and social factors. Learners' motivation, attitudes toward the target language, and opportunities for authentic interaction all influence the extent to which linguistic competence is achieved. For Arabic, learners often face an additional layer of complexity due to the sociolinguistic hierarchy between MSA, which is associated with education, media, and formal communication, and dialects, which are essential for interpersonal exchanges (Sapawi & Yusoff, 2025; Wandana, Ivlatia, Annashir, & Nasution, 2025).

This duality requires learners to cultivate flexible competence, seamlessly navigating between varieties of the language. Moreover, the increasing role of digital technologies has reshaped linguistic competence development. Online platforms, mobile applications, and virtual exchanges provide learners with exposure to authentic input in both MSA and dialects, thereby broadening their communicative repertoire. Interdisciplinary perspectives—drawing from linguistics, pedagogy, and cultural studies—underscore that linguistic competence in Arabic is best fostered through integrated approaches that combine explicit grammar instruction, communicative practice, and intercultural awareness (Alhamami, 2025; Haq, Akmansyah, Alkhodri, & Koderi, 2024).

2.2 Challenges in Learning Arabic

The methodological literature highlights several major obstacles. First, phonological difficulties related to emphatic, pharyngeal, and uvular consonants are absent in many learners' mother tongues (Ryding, 2005). Second, morphological complexity results from the root-and-pattern system, which requires mastery of both derivational and inflectional paradigms (Versteegh, 2014). Third, the phenomenon of diglossia, which confuses learners who must acquire MSA for academic use while simultaneously mastering dialects for daily communication (Allen, 2019). Fourth, orthographic challenges arise from the cursive nature of Arabic script and the omission of short vowels in written texts, necessitating visual and digital strategies for faster acquisition.

In addition to these core challenges, researchers have noted that the interconnection between them creates compounded difficulties for learners. For instance, limited mastery of phonology often hinders script acquisition, as accurately decoding written forms requires a strong grasp of vowel length and consonantal distinctions. Similarly, the morphological richness of Arabic requires not only mechanical memorization but also the development of analytical skills to recognize patterns across diverse lexical families. These demands can overwhelm beginner learners, especially those from linguistic backgrounds that lack inflectional morphology or complex consonant systems. The issue of diglossia presents a pedagogical dilemma for instructors in the following ways. While some argue for prioritizing MSA to provide access to formal texts, others advocate for the inclusion of dialects from the early stages to ensure communicative competence. This debate reflects broader concerns about balancing prescriptive norms with practical needs.

Learners exposed solely to MSA may acquire reading and writing skills but find themselves unable to communicate effectively in daily contexts, whereas a dialect-focused approach might limit their ability to engage with academic or literary Arabic texts. Consequently, a growing body of methodological

literature supports hybrid models that introduce both varieties in complementary ways. Orthographic challenges extend beyond reading and writing mechanics. The absence of short vowels in standard texts requires learners to rely on contextual inference, a skill that develops gradually through exposure. Digital resources, such as interactive Qur'anic scripts, annotated readers, and language-learning apps, have been found to be effective in scaffolding this process. By combining visual cues with audio support, such tools help learners bridge the gap between the theoretical knowledge of the script and practical fluency. Overall, these obstacles underline the necessity of integrative pedagogical approaches that simultaneously address multiple dimensions. Effective Arabic instruction must account for the interplay between phonological accuracy, morphological awareness, diglossic competence, and script literacy. Without such a holistic perspective, learners are likely to experience fragmented progress and limited communication outcomes (Ibrahim Abdalla Asadi & Kawar, 2024; Bergstrand Othman, 2025).

2.3 Methodological Approaches

Previous research has identified various approaches to Arabic language teaching. The *grammar-translation* method emphasizes mastery of grammar rules and vocabulary through translation but is limited in developing communicative skills (Richards & Rodgers, 2014). In contrast, the communicative approach Canale and Swain (1980) and Richards and Rodgers (2014) emphasized authentic interaction to build pragmatic competence. Competency-based models are also widely recommended because they allow for step-by-step, measurable development of phonological, lexical, and syntactic skills (Crystal, 1990). In addition, *task-based learning* has been shown to motivate learners through authentic tasks, although it requires significant time and resources. Building on these methodological traditions, scholars have argued that no single approach can fully address Arabic's unique challenges.

For instance, while grammar-translation remains useful for developing structural accuracy and providing access to classical texts, it fails to equip learners with the ability to navigate real-life communicative contexts where dialects dominate. Conversely, communicative approaches excel in developing fluency and pragmatic awareness but risk underemphasizing the systematic acquisition of morphology and syntax, both of which are critical for mastering Arabic's root-and-pattern system. Thus, many contemporary studies advocate blended approaches that combine the strengths of different methods (Latunusa, Timuneno, & Fanggidae, 2023). Competency-based learning has gained attention because of its focus on measurable outcomes. By dividing linguistic competence into discrete components, such as phonology, morphology, and pragmatics, instructors can design scaffolded tasks that gradually build mastery. This is especially valuable in Arabic, where learners must simultaneously grapple with complex grammar, a non-Latin script, and the duality of MSA and dialect.

Task-based learning further complements this model by contextualizing these competencies in authentic situations, thereby increasing students' motivation and retention. However, its reliance on extensive preparation and resource availability makes it challenging to implement in resource-limited settings. Recently, technology-enhanced learning has been integrated into these approaches, offering new opportunities for personalization and interactivity. Digital platforms, online corpora, and mobile applications allow learners to practice pronunciation, acquire script literacy, and engage with authentic, multimedia content. These tools not only support autonomous learning but also create hybrid classroom models in which grammar instruction, communicative practice, and competency-based assessments can be combined more effectively. Consequently, the literature increasingly emphasizes the need for adaptive pedagogy that strategically integrates traditional methods, communicative activities, competency frameworks, and digital resources to meet the diverse needs of learners in Arabic language education (Endi, Fanggidae, & Ndoen, 2023; Rahu, Neolaka, & Djaha, 2023).

2.4 Integration of Technology in Arabic Language Teaching

Recent literature emphasizes the role of digital technology in overcoming these challenges. Warschauer and Kern (2000) demonstrated that online platforms, mobile applications, and digital corpora expand access to authentic linguistic input. Ismailova, Юрова, Хворикова, Михайловна, and Кикматулоевич (2019) highlighted the importance of *electronic linguodidactics* as an innovative element of language education. Technology has been proven to support phonological training, script acquisition, and

speaking skills through multimodal practices. Beyond these initial benefits, digital technology has transformed the way learning is organized and experienced. Mobile-assisted language learning (MALL) applications, for example, provide learners with flexible access to materials, enabling them to practice vocabulary, grammar, and pronunciation at their own pace. For Arabic, mobile tools often include features such as interactive calligraphy exercises, voice recognition for phoneme accuracy, and dialect comparison modules that expose learners to both Modern Standard Arabic (MSA) and colloquial speech. Such innovations respond directly to the challenges of script acquisition and diglossia, which have traditionally been difficult to address in conventional classroom settings.

Another important development is the use of digital corpora and online dictionaries, which allow learners to analyze authentic language use in various contexts. These resources help students observe morphological patterns, semantic shifts, and pragmatic nuances, thereby fostering deeper linguistic competence in Arabic. Instructors can integrate corpora into task-based learning activities, encouraging learners to explore authentic texts, identify root pattern structures, and compare dialectal variations. This aligns with broader trends in data-driven learning, wherein learners become active investigators of language rather than passive recipients of instruction. Virtual and augmented reality technologies also show promise in creating immersive learning environments.

By simulating real-life interactions, these tools allow learners to practice conversational Arabic in culturally relevant contexts such as markets, cafés, and academic settings. Combined with gamification techniques, they increase learner motivation while reinforcing both linguistic and intercultural competence. However, the literature cautions that the effective use of technology depends on teacher readiness and digital literacy. Without adequate training, instructors may underutilize available tools or rely excessively on technology without ensuring pedagogical coherence (Abazoglu & Alhourani, 2025; Noor et al., 2025). In summary, digital technologies serve as supplementary aids and integral components of contemporary Arabic language pedagogy. They offer scalable solutions to structural challenges—phonology, script, morphology, and diglossia—while opening new pathways for individualized, interactive, and culturally enriched learning.

2.5 Socio-Cultural Dimension

Schäffner (2003) emphasized that intercultural communication is integral to foreign language learning. In Arabic, the use of religious expressions, proverbs, and idioms reflects deeply rooted cultural values. Therefore, integrating cultural content is essential for students to communicate effectively and appropriately in Arab societies. Zughoul and Taminian (1984) also showed that Arab university students' linguistic attitudes influence motivation and learning outcomes, reinforcing the argument that linguistic competence cannot be separated from social and cultural contexts. Recent studies argue that teaching Arabic without cultural integration risks producing learners who are grammatically competent but pragmatically deficient. For example, while a student may know the formal structure of greetings or requests, they may fail to use culturally appropriate expressions such as as-salāmu ʿalaykum or shukran jazīlan in the correct contexts. This pragmatic gap can hinder effective communication and may lead to misunderstandings. Consequently, methodological literature emphasizes the embedding of cultural elements directly into curriculum design, whether through authentic texts, films, role-plays, or interactions with native speakers.

Furthermore, intercultural competence involves not only learning about the target culture but also developing awareness of one's own cultural assumptions. Learners who reflect on cultural differences are better prepared to navigate sensitive topics, such as religion, gender roles, and social hierarchies, that shape communication norms in Arab societies. This reflection fosters empathy and tolerance, which are increasingly important in today's globalized and multicultural world. In addition, language attitudes remain crucial. Positive perceptions of Arabic as a prestigious, meaningful, and useful language can increase learners' motivation and persistence in learning it. Conversely, negative stereotypes or viewing Arabic solely as "difficult" can reduce students' confidence and engagement. Teachers therefore play an important role in shaping learners' attitudes by presenting Arabic as both accessible and rewarding and highlighting its contemporary relevance in global communication, diplomacy, and cultural exchange. Ultimately, the literature underscores that linguistic competence in Arabic must be viewed

as a holistic construct that integrates structural mastery, pragmatic skills, cultural knowledge, and positive affective orientation. Only by uniting these elements can learners achieve the depth of competence necessary to participate fully and respectfully in Arab social and cultural lives.

2.6 The Role of Teachers and Professional Development

Methodological studies stress that the success of Arabic teaching largely depends on teacher quality. Teachers must not only be proficient in Arabic but also knowledgeable about second language acquisition theory, modern methodology, and digital literacy. Continuous professional development, pedagogical reflection, and international collaboration are critical for improving instructional effectiveness. However, Arabic teachers face significant challenges that hinder their ability to implement innovative methods in many contexts. Some instructors are trained primarily in traditional philology or religious studies and may not have formal training in applied linguistics or foreign language pedagogy. This background often leads to an overreliance on grammar-translation techniques, which can limit students' opportunities to develop communicative competence (CC). To overcome this gap, professional development programs must provide training in communicative language teaching, task-based learning, and competency-based instruction, enabling teachers to balance accuracy and fluency.

Digital literacy is another important dimension. The rapid integration of technology into education requires teachers to be comfortable using online platforms, mobile applications, and digital corpora. Without such skills, instructors may underutilize valuable resources that can help students practice pronunciation, acquire script literacy, and access authentic materials for language learning. Workshops on digital pedagogy, combined with opportunities for teachers to experiment with tools in supportive environments, are essential for building confidence and competence. Pedagogical reflection also plays a crucial role in sustaining quality education.

Teachers who regularly assess their practices, gather student feedback, and adapt their methods are better equipped to meet diverse learner needs. Reflection can be supported through peer observation, mentoring, and participation in professional learning communities in which teachers share experiences and best practices. Finally, international collaboration enriches teacher preparation by exposing educators to global perspectives and practices. Exchange programs, joint research projects, and online professional networks allow Arabic teachers to learn from their colleagues across cultural and institutional contexts. Such engagement fosters innovation and ensures that teaching practices are responsive to evolving educational demands.

3. Research Methodology

This study applies a qualitative analysis of scholarly and methodological sources related to teaching Arabic as a foreign language (AFL). The literature was selected from academic journals, monographs, and methodological manuals published in English, Russian, and Uzbek over the last two decades. Comparative content analysis was used to identify recurring themes and approaches in the sources. Special attention was given to functional, communicative, and competency-based approaches to foreign language education, as applied to Arabic.This study applies a qualitative research design aimed at analyzing scholarly and methodological sources on the development of linguistic competence in Arabic language teaching. The focus was on identifying recurring theoretical frameworks, pedagogical strategies, and practical challenges described in the literature.

Data Collection

The literature sample consisted of the following:

- ❖ Academic journals specializing in applied linguistics, Arabic studies, and foreign language pedagogy (2000–2024).
- ❖ Monographs and methodological handbooks written by experts in Arabic linguistics and teaching methodology.
- ❖ Conference proceedings and dissertations published in English, Russian, and Uzbek contexts to ensure a cross-cultural and multilingual perspective were included.

Sources were selected based on their relevance, credibility, and contribution to the field of Arabic as a foreign language. A total of 45 key publications were reviewed, representing both theoretical and empirical research.

3.1 Analytical Procedure
The main research technique was a comparative content analysis. Each source was examined according to the following criteria.
1. The definition and scope of "linguistic competence" applied to Arabic.
2. The identification of phonological, morphological, syntactic, and pragmatic difficulties has been highlighted by scholars.
3. Teaching approaches and methodological innovations have been proposed to overcome these challenges.
4. Integration of cultural and technological aspects into competence formation.

The analysis emphasizes functional, communicative, and competency-based approaches, as these frameworks dominate modern foreign-language teaching. The sources were coded thematically to trace patterns of consensus, divergence, and emerging trends in Arabic pedagogy.

3.2 Reliability and Validity
To enhance reliability, this study triangulated findings across different linguistic traditions (Western, Russian, and Central Asian). Validity was ensured by including both classical references (RydingRyding (2005) and recent digital pedagogy studies). This methodological diversity allowed for a balanced perspective on the issues of developing linguistic competence in Arabic.

4. Results and Discussion
The analysis revealed several key issues that were repeatedly highlighted in the literature.
1. Phonological difficulties: Non-Arabic learners struggle to articulate sounds absent in their mother tongues, such as emphatic consonants and uvular phonemes.
2. Morphological complexity: The root-and-pattern system requires students to master both derivational and inflectional paradigms. Scholars have noted that morphological competence develops slowly and requires systematic drills.
3. Diglossia challenge: The coexistence of Modern Standard Arabic (MSA) and colloquial dialects creates confusion. Methodologists have debated whether to prioritize MSA, colloquial varieties, or a hybrid approach.
4. Script acquisition: Mastering the Arabic script, with its cursive nature and absence of short vowels in writing, is difficult for beginners. Research stresses the need for visual, interactive, and digital assistance.
5. Cultural dimension: Linguistic competence cannot be separated from sociocultural competence. The literature emphasizes the necessity of integrating authentic texts, media, and cultural practices into the curriculum.

Table 1 below compares the main methodological approaches to teaching Arabic and their relevance to forming linguistic competence.

Table 1. Comparison of Methodological Approaches in Teaching Arabic

Approach	Focus	Strengths	Limitations	Relevance to Linguistic Competence
Grammar-Translation	Mastery of grammar rules and vocabulary through translation	Develops accuracy in grammar and reading of classical texts	Weak in communicative and pragmatic competence; limited oral practice	Helps with structural knowledge, but it is insufficient for real communication

Communicative Approach	Communication in real-life contexts, role-plays, and dialogues	Builds fluency, interaction, and pragmatic competence	Risk of neglecting grammar depth; difficult with diglossia	Essential for developing pragmatic and socio-linguistic competence
Competency-Based	Step-by-step development of specific competencies (phonology, morphology, syntax, pragmatics)	Balanced, measurable outcomes; integrates skills	Requires well-trained teachers and resources	Strongest in forming well-rounded linguistic competence
Task-Based Learning	Using authentic tasks (presentations, problem-solving, cultural projects)	Motivates students; integrates cultural dimension	Time-consuming; difficult to standardize	Enhances pragmatic and intercultural competence
Technology-Enhanced Learning	Digital platforms, corpora, mobile apps	Provides authentic input, multimodal learning, and interactive practice	Dependence on technology; uneven access	Expands exposure, supports script and phonological training

4.1 Discussion

These findings align with broader theories of second language acquisition but underscore the uniqueness of Arabic. The literature suggests several strategies for improving outcomes.

❖ Communicative approach: Encouraging real-life interactions and role-playing increases motivation and contextualizes grammar learning.

❖ Competency-based approach: Focus on gradual development of phonological, lexical, and syntactic skills through scaffolded tasks.

❖ Technology integration: The use of e-learning platforms, mobile applications, and digital corpora to enhance exposure to authentic Arabic.

❖ Balanced diglossia model: A combination of MSA for academic/literary competence and colloquial dialects for communicative competence is recommended.

❖ Cross-cultural teaching: Including Arabic proverbs, idioms, and cultural references enriches students' pragmatic competence.

Thus, the methodological literature underlines the importance of interdisciplinary perspectives: linguistics, pedagogy, and cultural studies must work together to develop full linguistic competence in Arabic language training.

5. Conclusion

5.1 Conclusion

The development of linguistic competence in Arabic is a multidimensional and complex process that requires addressing interconnected challenges in phonology, morphology, diglossia, and the acquisition of scripts. A review of scholarly and methodological literature confirms that traditional grammar-translation methods alone are insufficient to meet the communicative needs of learners. Instead, communicative and competency-based approaches, when combined, provide a balanced framework that fosters accuracy and fluency. Digital technologies, such as online dictionaries, corpora, mobile applications, and multimedia platforms, further enhance learning by supporting script mastery and communicative skills, while cultural and intercultural integration ensures that linguistic competence is embedded within meaningful social and cultural contexts. Ultimately, successful Arabic language

education requires a holistic and interdisciplinary approach that combines pedagogy, technology, and cultural awareness to meet contemporary learners' demands.

The development of linguistic competence in Arabic is a multidimensional and complex process that requires addressing interconnected challenges in phonology, morphology, diglossia, and the acquisition of scripts. A review of scholarly and methodological literature confirms that traditional grammar-translation methods alone are insufficient to meet the communicative needs of learners. Instead, communicative and competency-based approaches, when combined, provide a balanced framework that fosters accuracy and fluency. Digital technologies, such as online dictionaries, corpora, mobile applications, and multimedia platforms, further enhance learning by supporting script mastery and communicative skills, while cultural and intercultural integration ensures that linguistic competence is embedded within meaningful social and cultural contexts. Ultimately, successful Arabic language education requires a holistic and interdisciplinary approach that combines pedagogy, technology, and cultural awareness to meet contemporary learners' demands. In addition, teachers and curriculum designers play a central role in translating these approaches into practice. Without sustained professional training, adequate resources, and authentic cultural content integration, efforts to strengthen linguistic competence will remain fragmented. Therefore, innovation, collaboration, and continuous evaluation are indispensable to ensure that Arabic language education remains effective, relevant, and responsive to students' evolving needs in the 21st century.

5.2 Suggestion

a. Empirical Research: Future studies should focus on empirical case studies that test communication- and competency-based models in varied educational settings, including secondary schools, higher education, and online platforms.

b. Teacher Training: Professional development programs should prioritize equipping Arabic teachers with methodological knowledge, digital literacy, and intercultural communication skills to enhance classroom effectiveness.

c. Integration of Technology: Institutions should encourage the use of digital tools and resources to address script-related difficulties and provide learners with authentic exposure to Modern Standard Arabic and dialects.

d. Curriculum Development: Curriculum designers should integrate cultural and pragmatic elements, such as idioms, proverbs, and authentic media, to help learners acquire not only linguistic accuracy but also cultural competence.

e. Resource Development: Continued investment in the creation of textbooks, online learning platforms, and culturally adapted materials is essential to ensure accessibility and relevance across diverse groups of learners.

In addition, collaboration among stakeholders—including policymakers, universities, language centers, and technology developers—is critical to ensure that these initiatives are sustainable. Longitudinal studies that monitor learner outcomes over time will provide valuable insights into the long-term effectiveness of different teaching approaches. Furthermore, promoting partnerships between native Arabic-speaking communities and educational institutions can enrich learning through authentic cultural interactions. Such collaborations can also generate innovative teaching materials that reflect the diversity of Arabic varieties while maintaining alignment with the global standards of language education.

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