



ARTICLE

Exploring the Challenges and Strategies of Learning Arabic Language among Primary School Teachers

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ABSTRACT

Several concerns concerning the acquisition of the Arabic language have been the subject of substantial discussion, one of which is the requirement to take into account a number of different elements. In order to address this issue, the current study conducted a qualitative investigation of the difficulties that primary school children face when attempting to learn Arabic, as well as the instructional methods that are utilised by primary school teachers. Interviews with a semi-structured format were carried out with 43 primary school teachers in Peninsular Malaysia who were selected through a purposeful sampling process. This guaranteeing a broad representation of experiences was achieved. Complex script, root word system, vowels, homographs, gender and quantity, and cultural context were identified as the six primary obstacles that were discovered from the findings that were gathered. In addition, eight different instructional methods were identified, including the utilisation of visual aids, learning environments that provide contextual information, iterative repetition, interactive game-based learning, targeted vocabulary exercises, narrative techniques, collaborative learning models, and the incorporation of technology. The findings of this study showed the significance of adopting a variety of flexible teaching

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methodologies in order to effectively cope with the complexity of language acquisition, particularly the Arabic language. **Keywords:** Arabic Language; Teaching and Learning; Challenges; Strategies; Primary School; Pupils; Teachers

1. Introduction

Considering students' cognitive and linguistic skills is crucial when it comes to the teaching of Arabic language in elementary schools. Unlike adults, children possess higher cognitive adaptability that facilitates their assimilation into new languages, making this age a crucial phase of language development. However, the complex phonetic, morphological, and syntactic structures of Arabic language present unique learning challenges. For instance, when it comes to the expression of significance, the use of root words in the Arabic language lacks a direct equivalent in the English language. Comprehending the process of word derivation and their ability to adapt to various grammatical roles necessitate both memorisation and analytical proficiency^[1, 2]. Therefore, it is imperative to modify the teaching strategies in order to provide the necessary support for this intricate system and ensure its accessibility for young learners.

Furthermore, it is pivotal to acknowledge the significant cultural context in which Arabic is employed. Through language, culture is expressed; the Arabic language is rich with the principles, convictions, and chronicles of the Arab region. A language can be authentically mastered with the exposure to the cultural nuances. Cultural education plays a significant role in creating a comprehensive global education that encompasses the comprehension and appreciation of multifaceted viewpoints. Therefore, possessing both linguistic proficiency and cultural competence is one of the essential requirements for teachers to teach the Arabic language effectively.

Apart from pedagogical challenges, institutional factors substantially influence the efficacy of Arabic language teaching and learning^[3-5], such as the accessibility to resources like textbooks, audio-visual aids, and language laboratories. In the case of the Arabic language which is not dominantly used beyond the classroom setting, schools that offer more resources can provide students with a more engaging learning environment^[4, 6, 7]. Most importantly, teachers should undergo continuous training and professional development to ensure the effective delivery standard of teaching. In the

case of Arabic language, native speakers or individuals with prior exposure to Arabic-speaking nations have essential practical knowledge that may be applied in the classroom. Nonetheless, regular exposure to the recent developments and updates in language teaching methodologies and cultural training offers all language teachers the needed advantages.

In summary, exploring the teaching of Arabic language in primary schools was deemed significant and enriched the potential of enhancing language education. Addressing the complex linguistic nature of Arabic language and the Arabic cultural significance, teachers can effectively address their students' needs in learning the language^[8]. This study also highlighted the systemic elements that impact language instruction, such as the distribution of resources, training of teachers, and the development of curricula. Addressing the substantial cultural and religious significance of the Arabic language globally, a holistic strategy should be adopted to create an efficient and stimulating learning environment for the language^[6].

2. Background of Study

The adoption of the Arabic curriculum in Malaysia has underscored the significant need for teachers who are highly proficient in both Arabic language and Islamic teaching. Teachers' linguistic proficiency and capabilities to effectively engage students within the classroom setting exert a significant impact on the efficacy of language instruction. As a result, the demand for professional development initiatives, with the goals of enhancing teaching methodologies, linguistic proficiency, and cultural competence, has increased. Through these initiatives, teachers undergo continuous training to enhance their understanding of the Arabic syntax and vocabulary and skills to effectively teach the cultural subtleties and Islamic principles, which are essential to the curriculum. These professional development initiatives offer language immersion, intercultural communication workshops, and teaching courses that specifically address the distinctive characteristics of the Arabic language^[9, 10].

Besides that, the active involvement of the community

in language education serves as a significant support for the curriculum. For instance, local mosques, Islamic centres, and community groups offer additional learning options for the Arabic language in the forms of lessons, discussion groups, and cultural events. Community-sponsored initiatives enhance formal education and present a practical framework for language application. Students can enhance their communication and comprehension skills in language and culture through these diverse learning opportunities and exposures in many contexts. The adoption of this communal approach, which promotes the significance of Arabic language for religious and cultural identities, also fosters a conducive learning atmosphere for students. Active community engagement in language acquisition enhances students' drive to acquire language proficiency and immersion in learning the language following the increased applicability of the Arabic language in their daily routines.

A cohesive Arabic language learning environment in Malaysia should be established given the complexities of the language teaching and learning. In order to embrace the Arabic language and Islamic culture on a global scale, students in Malaysia should be provided with a more engaging learning environment that incorporates both linguistic proficiency and cultural competence. For instance, local and international educational institutions can collaborate with the Arabic-speaking communities to conduct student exchange programmes, the sharing of resources, and community activities that promote the language and cultural diversity of the Arabic world.

3. Methodology

3.1. Sampling Strategy

Adopting the qualitative approach, this study employed a purposive sampling strategy and successfully recruited a total of 43 Arabic language teachers from primary schools in Peninsular Malaysia based on specific criteria. This ensured a comprehensive selection of participants with the necessary backgrounds and experiences for the study. This also enabled the study to acquire extensive data from multifaceted perspectives. The following criteria of selection were applied: (1) Arabic language teacher in Peninsular Malaysia; (2) at least a Bachelor's degree in Arabic or an equivalent qual-

ification; (3) more than five years of teaching experience; (4) capable to actively participate throughout the duration of the study. Additionally, it should be noted that the participants and stakeholders in this study did not own any vested interest.

3.2. Data Collection

Semi-structured interview sessions were conducted in Malay language. These participants were divided into focus groups, with each focus group consisting of four to five participants. Overall, these interview sessions lasted from 45 minutes to one hour. The semi-structured interview sessions followed a series of pre-established interview questions and several supplementary questions that emerged during the course of the interview sessions. The researcher also ensured meticulous documentation of field notes and captured audio recordings throughout the interview sessions.

3.3. Data Analysis

The personal experiences and expectations of the participating teachers, the difficulties encountered by students, and the employed pedagogical strategies in the classroom setting were gathered from the perspectives of these teachers. All collected data were analysed using the ATLAS.ti 24 software. From the interview transcripts, open codes were generated, resulting in the identification of 15 codes. After the open coding phase, the second cycle of data coding ensued, which involved categorising the codes into two primary groups. Thematic analysis was performed to identify the emerging topics, which are discussed in the next section (Results and Discussion).

3.4. Ethical Considerations

All participants were individually provided with an interview consent form to obtain their approval to participate in the study. Following that, the interview schedule was planned. Only essential demographic information was obtained to maintain the confidentiality of the identity of the participants. The analysis of the interview data was shared with the participants to ensure the validity of the interpretations and findings.

4. Results and Discussion

This study explored the challenges encountered by primary school students and the pedagogical strategies employed by primary school teachers in the process of acquiring Arabic language. The analysis of the interview data from a total of 43 purposively sampled Arabic language teachers revealed six key challenges: (1) complex script; (2) root word system; (3) vowels; (4) homographs; (5) gender and quantity; (6) cultural context. In addition, the following pedagogical strategies emerged: (1) the implementation of visual aids; (2) learning settings that offer contextual information; (3) iterative repetition; (4) interactive game-based learning; (5) targeted vocabulary exercises; (6) narrative techniques; (7) collaborative learning models; (8) integration of technology.

Primary school students appeared to encounter six key challenges in learning the Arabic language, which can substantially affect their motivation, engagement, and interest in learning the language. The first identified challenge involves the complexity of Arabic script, particularly its distinctive features like its cursive writing and letter shapes. Most of the Arabic letters have up to four distinct forms, depending on the placement of the letters within a word:

“Huruf hijaiyyah mempunyai pelbagai rupa bentuk, huruf tunggal bentuknya tidak sama seperti huruf yang bersambung ... (Hijaiyyah letters have various shapes; the form of a single letter is not the same as when the letter is connected...)” (Participant 1)

Unlike the Arabic script, Latin alphabets have fixed letter shapes, regardless of their positioning. According to Sweller’s^[11] cognitive load theory, the efficiency of the learning process declines when learners have to allocate significant intrinsic cognitive resources to identify and retain their learning of distinct letter forms, such as in the learning task of decoding a novel script featuring diverse letter shapes. This process significantly overburdens learners’ working memory, which can potentially deflect their attention from other fundamental elements of language acquisition, such as grammar and vocabulary. This particular challenge also affects learners’ motivation and self-assurance, especially for those who are completely new to the subject^[12].

Secondly, the Arabic root word system (or “root and

pattern” system) was identified as another key challenge encountered by primary school students, as revealed by several participants:

“... murid agak sukar untuk memahami sesuatu perkataan apabila melibatkan penggabungan suku kata lain atau dikenali sebagai musy-taqqat. Jadi perkara ini membebankan kognitif pelajar yang mengakibatkan pelajar hanya menghafal tanpa mengetahui fungsi atau komponen perkataan ... (... students find it quite difficult to understand a word when it involves the combination of other syllables, known as derivatives. This burdens the students’ cognitive processes, resulting in them merely memorizing without understanding the function or components of the word ...)” (Participant 5)

“... murid hanya menghafal perkataan berbanding memahami perkataan tersebut. Menghafal tanpa mengetahui penggunaannya akan menyukarkan pelajar di kemudian hari ... (... students merely memorize words instead of understanding them. Memorizing without knowing their usage will make it difficult for students in the future ...)” (Participant 8)

Its system relies on a fundamental semantic unit, specifically known as the tri-consonantal root. Additionally, the distinct yet semantically interconnected Arabic words are attributed to the attachment of supplementary letters and vowels to the root. An analytical methodology is necessary to acquire vocabulary, making it pivotal to possess an ample grasp of the root and its corresponding semantics. In this context, it is particularly significant to be able to recognise, discern, and make sense of the morphological framework of words^[13]. Considering that, it is plausible that learners may struggle to understand the abstract process of identifying and associating roots with different meanings despite the expansion of vocabulary and understanding of its original concept. In this process, the acquisition of vocabulary requires learners to undergo the transition from mere memory to a more analytical approach under detailed instructions and regular practice^[14, 15].

The participating teachers also identified vowels as an-

other challenge encountered by primary school students. For Arabic language learners, the omission of short vowels from its typical orthographic system substantially complicates pronunciation and meaning. As a result, learners' phonological awareness and memory are imperative. As short vowels are excluded, learners have to rely on the context and pre-existing knowledge in order to make sense of the vowels accurately. In regard to the notion of orthographic depth, Arabic language learners must master a more advanced phonological and lexical repertoire in order to develop proficient reading skills^[16, 17]. Not being able to discern vowel sounds makes articulation, understanding, and orthography of the languages a challenge for primary school students:

"... perkataan bahasa Arab mempunyai harakat panjang dan pendek, oleh itu murid perlu membaca dengan betul dan hal ini menyebabkan kesukaran kepada murid apabila mereka tidak dapat membaca atau menyebut perkataan itu dengan tepat mengikut apa yang sepatutnya ... (... Arabic words have long and short vowels, so students need to read correctly. This causes difficulty for students when they cannot read or pronounce the words accurately as they should ...)" (Participant 13)

The exclusion of vowel markers (*harakat*) in most religious literature, children's novels, and resources for beginners makes Arabic language learning particularly difficult for learners. In such cases, auditory learning techniques and regular practice must be come hand in hand with the learning process for learners to develop a robust phonological comprehension of the Arabic language.

Fourthly, with the lack of short vowels in the written Arabic language, the presence of identical spelling but distinct meanings, specifically known as homographs, further adds to the complexities of Arabic language learning^[18], especially for primary school students:

"... perkataan bahasa Arab membawa maksud yang berbeza, walaupun mempunyai huruf yang sama ... (... Arabic words have different meanings, even though they have the same letters ...)" (Participant 10)

The adept application of semantic and syntactic processing skills based on proficient lexical expertise and contextual deduction is required for one to distinguish these homographs. This is particularly evident in a language characterised by intricate orthographies and diverse morphological systems^[17, 18], such as the Arabic language. Dealing with homographs places great emphasis on the context involved and the utilisation of lexical signals. Therefore, one must be adequately skilled to handle advanced cognitive processes in order to accurately discern the written language. As a result, new language learners may encounter significant cognitive burdens and issues in reading comprehension.

Besides that, the participants identified gender and quantity as another challenge encountered by primary school students in learning the Arabic language. The grammatical system of the Arabic language applies gender (masculine or feminine) and quantity (singular, dual, or plural) to nouns, adjectives, and verbs. Furthermore, it should be noted that the dual and plural forms in the Arabic language can deviate greatly from the singular form, demonstrating a significant degree of morphological intricacy. As a result, Arabic language learners must possess proficiency in a diverse range of word structures. Moreover, the occurrence of irregular plural forms further complicates the learning process of the Arabic language^[18]:

"... murid lebih keliru apabila pengajaran perkataan tersebut melibatkan jantina muza-kkar dan muannath dan bilangan mufrad, muthanna, dan jamak. Setiap perkataan akan berubah dan setiap perkataan melibatkan jantina dan bilangan. Murid yang lemah memang sukar untuk menguasai aspek ini ... (... students become more confused when the teaching of these words involves gender (masculine and feminine) and number (singular, dual, and plural). Each word changes, and each word involves gender and number. Weak students find it very difficult to master this aspect ...)" (Participant 17)

The need to comprehend and accurately apply all these diverse forms of the Arabic language according to gender and quantity further increases the vocabulary burden, which can be daunting for learners who are not proficient in apply-

ing the “rules” of gender and quantity, resulting in mistakes and frustration. This underscores the importance of structured grammar learning and contextual practice for Arabic language learners.

Last but not least, the participants highlighted the rich cultural origins of many Arabic words and phrases, suggesting certain meanings originating from the diverse cultural backgrounds. Back in 1978, Vygotsky^[19] emphasised the impact of social context on cognitive development, presenting the sociocultural hypothesis on the fundamental association between language acquisition and the development of cultural comprehension. In order to fully comprehend words and phrases pertaining to historical events, religious notions, or culture, one must have an adequate understanding of the Arab cultural environment^[20, 21]. Language learners must actively engage in cultural learning to grasp the cultural details of the Arabic language, which enhances their learning experience of the language. However, this may come with certain challenges. Addressing that, teachers must be knowledgeable in both culture and language in order to integrate the cultural context into language training.

Fundamentally, pedagogical strategies play a pivotal role in facilitating classroom teaching. Otherwise, teachers do not have a clear approach to engaging with their students effectively. The use of appropriate pedagogical strategies helps teachers to engage and connect with their students and to effectively deliver the materials. Based on the obtained findings, the participating teachers in this study revealed several main pedagogical strategies to teach elementary students the Arabic language in the classroom setting.

Firstly, the implementation of visual aids, such as flashcards, pictures, and mind maps, was identified as one of the effective strategies for primary school teachers to teach primary school students the Arabic language. Such an approach provides a visual learning style that can greatly benefit young learners in connecting unfamiliar words with their corresponding meanings^[22–24]. For example, a visual representation of an object with the respective label helps learners to recognise each Arabic word and to retain each word as they recall the image. This is particularly helpful in learning complex and intricate alphabets or letters like the Arabic language. As elaborated by Participant 20, associating sounds and meanings with images facilitates students’ memory and recognition, enhancing their approachability to language

learning and reducing their pressure in learning the language:

“Saya selalu menggunakan flashcard untuk meningkatkan kosa kata. BBM ini sangat mudah digunakan dan mempunyai keberkesanan yang tinggi di samping murid juga berasa lebih seronok. Flashcard tersebut mestilah memenuhi kriteria dan keperluan pelajar ... (I always use flashcards to improve vocabulary. This teaching aid is very easy to use and highly effective, and students also find it more enjoyable. The flashcards must meet the criteria and needs of the students ...)” (Participant 20)

Secondly, the participating primary school teachers identified learning settings that offer contextual information as another pedagogical strategy. Learners can have a better grasp of the language when they learn vocabulary within a specific context. As learners encounter new vocabulary within certain phrases or sentences, they can comprehend proper grammatical structures and their practical use in everyday conversations. This strategy is particularly useful given the intricate morphological system of the Arabic language that requires words to be morphologically transformed based on their functions within specific phrases or sentences. In contextual learning, the details of the root word system and the impact of vowels on word semantics and phonetics can be better understood. As a result, learners gain the skill of engaging in authentic conversations as this strategy emulates the usage of the natural language.

Thirdly, iterative repetition was identified as another effective pedagogical strategy employed by primary school teachers. Repetition and language learning are closely linked given their significance in enhancing language learners’ cognitive processes. Moreover, young learners possess a higher propensity to transfer and retain information from short-term memory as they consistently review the vocabulary^[25]. Arabic language learners can achieve proficiency in the language through consistent and organised repetition, especially when it comes to learning the Arabic homographs^[16]. Through iterative repetition, young learners can distinguish the words, phrases, or sentences according to their context, which reduces uncertainty and promotes self-assurance. Participant 30 revealed the following view on the use of iterative repetition:

“Kaedah lain yang saya sering gunakan ialah kaedah pengulangan. Melalui kaedah ini, pelajar lebih mudah untuk memahami dan mengingati perkataan. (Another method I often use is the repetition method. Through this method, students find it easier to understand and remember words.)” (Participant 30)

However, this particular strategy cannot be solely or frequently employed. It poses monotony and creates a sense of boredom over time as students are required to perform the same activity or task repeatedly. As noted by Participant 27, it has to be integrated with other pedagogical strategies:

“Walau bagaimanapun, teknik pengulangan ini tidak boleh digunakan sepanjang proses PdP berjalan. Murid akan cepat berasa bosan dan hilang fokus kerana mengulangi perkara yang sama. Saya selalu menggabungkan beberapa pendekatan dalam satu proses PdP supaya murid sentiasa aktif ... (However, the repetition technique cannot be used throughout the entire teaching and learning process. Students will quickly become bored and lose focus due to repeating the same thing. I always combine several approaches in one teaching and learning process to keep students active ...)” (Participant 27)

Besides that, interactive game-based learning, which incorporates fun, active engagement and enhances learning motivation, can improve the process of language learning^[26]. The use of games in language instruction reduces learners’ fear or concern about learning language, resulting in better absorption of the material. Modifying and incorporating games like Bingo or crosswords can enhance primary school students’ comprehension of Arabic gender and quantity requirements, making complex learning elements more enjoyable and engaging. Interactive game-based learning also promotes the impromptu language use towards attaining fluency. In regards to the use of interactive game-based learning, Participant 29 revealed the following:

“Salah satu pendekatan lain yang saya selalu guna ialah melalui permainan. Pendekatan

ini mempunyai kekuatan tersendiri kerana ia mampu mengekalkan motivasi murid sepanjang tempoh PdP berjalan. Selain itu, pelajar lebih aktif di dalam kelas dan berasa lebih seronok dan berusaha untuk menjadi pemenang dalam setiap permainan ... (Another approach I often use is through games. This approach has its own strengths because it can maintain students’ motivation throughout the teaching and learning process. Additionally, students are more active in class, feel more enjoyable, and strive to be winners in every game ...)” (Participant 29)

Adding to that, the participating primary school teachers in this study identified targeted vocabulary exercises as another common pedagogical strategy employed to teach primary school students the Arabic language in the classroom setting, as described by Participant 36:

“Antara pendekatan yang saya selalu gunakan untuk ialah menggunakan perkataan tersebut di dalam ayat mudah. Contoh perkataan rumah, dan saya meminta pelajar buat ayat mudah seperti ini rumah ... (One of the approaches I often use is to incorporate the word ‘house,’ and I ask students to create simple sentences like ‘this is a house’ ...)” (Participant 36)

The activity of creating own sentences with new vocabulary promotes the active use of language, promoting better memory and comprehension. It prompts language learners to engage in critical thinking regarding word selection and sentence organisation, which cultivates a deeper engagement with the language itself. Root words and patterns are fundamental elements of the Arabic language. Forming sentences helps students understand how different words are integrated and formed into a cohesive entity and gain a better comprehension of the cultural subtleties inherent in the language.

Another pedagogical strategy identified by the study’s participants involved narrative techniques. As a longstanding instructional strategy, storytelling remains effective today. It provides meaningful and immersive learning experience for

students to learn the Arabic language^[27]. According to one of the participants, through the use of narrative techniques in language acquisition, students can enhance their comprehension and oral communication skills following the opportunity to learn about the vocabulary and grammatical structures of the language within a contextual framework:

“Melalui aktivitas mendengar dan menceritakan kisah, murid terdedah kepada kosa kata dan struktur tatabahasa dalam kerangka kontekstual, sehingga meningkatkan kemampuan mereka dalam pemahaman sesuatu perkataan ... (Through listening and storytelling activities, students are exposed to vocabulary and grammatical structures in a contextual framework, thereby enhancing their ability to understand words ...)” (Participant 5)

Additionally, students can be exposed to the values, customs, and societal norms of Arabic-speaking societies. Most importantly, the narrative techniques must be employed according to the needs of the students in order to achieve the needed effects of vocabulary acquisition.

The pedagogical strategy involving collaborative learning models was also highlighted in this study. This strategy of cooperative learning requires students to work together in groups and make use of the social aspect of the learning process. Through this strategy, language learners can attain fluency and proficiency in the language by speaking, listening, and applying critical problem-solving skills in a group:

“Strategi pembelajaran koperatif, di mana murid bekerja bersama dalam kumpulan dan ini membolehkan murid-murid mempraktis kemahiran bertutur, mendengar, dan menyelesaikan masalah bersama-sama dalam kelas, yang sangat penting dalam pembelajaran bahasa. (Cooperative learning strategies, where students work together in groups, allow students to practice speaking, listening, and problem-solving skills together in class, which is very important in language learning.)” (Participant 16)

In Arabic language learning, this is a particularly valuable opportunity for students to practise these skills with their peers in a less formal but meaningful setting considering that the language is not the first language for most of them^[5]. With that, they can be well-prepared for the actual use of the language in the real-world settings.

Furthermore, the integration of technology in the classroom setting can substantially enhance one’s language learning experience. The incorporation of language learning tools, online games, and interactive software enables more personalised and engaging learning approaches and provides instant feedback and diverse scenarios for learners to apply new vocabulary^[6]. In regards to this, one of the participants highlighted the effectiveness of this pedagogical strategy:

“pemanfaat teknologi dalam proses PdP menjadi satu kemestian pada masa kini. Penggunaan teknologi sangat membantu guru dan pelajar dalam proses PdP di samping dapat melihat keberkesanan menggunakan teknologi sebagai BBM di dalam kelas ... (The utilization of technology in the teaching and learning process has become a necessity nowadays. The use of technology greatly assists teachers and students in the teaching and learning process, while also demonstrating the effectiveness of using technology as a teaching aid in the classroom ...)” (Participant 11)

For Arabic language learning, technology enables the delivery of engaging and flexible learning activities involving pronunciation guides, writing practice, and grammar exercises. Students are also exposed to the language use beyond the classroom setting, which is fundamental for them to attain fluency.

Last but not least, family involvement is another strategy that provides students the opportunity to practise and experience the authentic use of the language^[28]. With that, they can gain a better understanding of how the language is used daily when they communicate with their family in the Arabic language. Besides that, it strengthens their learning of the language in the classroom setting. It is also highly plausible that family involvement can retain students’ interest in learning the language and motivation to deal with the issues of integrating the language into their everyday

experiences^[28, 29].

5. Conclusions

This study underscored the various challenges encountered by primary school students in learning the Arabic language. The identified challenges were (1) complex script, (2) root word system, (3) vowels, (4) homographs, (5) gender and quantity, and (6) cultural context. In order to effectively deal with these challenges, several key pedagogical strategies were identified in this study: (1) implementation of visual aids; (2) learning settings that offer contextual information; (3) iterative repetition; (4) interactive game-based learning; (5) targeted vocabulary exercises; (6) narrative techniques; (7) collaborative learning models; (8) integration of technology; (9) family engagement. Based on these findings, it is recommended for future research to explore the long-term effects of these pedagogical strategies on students' engagement and competency in language learning. It is also recommended for future research to explore the potential of technology-driven adaptive learning systems and their efficacy in tailoring the learning experience to tackle the challenges encountered by students in acquiring Arabic language skills. Future research can consider exploring how family engagement can facilitate students' language acquisition beyond the classroom setting, particularly within the context of Arabic language as a second or third language.

Author Contributions

Conceptualization, W.A.A.W.D.; methodology, M.T.A.G.; software, M.A.M.Y.; validation, H.A.G., M.T.A.G. and Z.M.; formal analysis, M.A.M.Y.; investigation, W.A.A.W.D.; resources, A.A.R.; data curation, H.A.G.; writing—original draft preparation, M.T.A.G.; writing—review and editing, M.T.A.G.; visualization, Z.M.; supervision, A.A.R.; project administration, M.T.A.G.; funding acquisition, A.A.R. All authors have read and agreed to the published version of the manuscript.

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Institutional Review Board Statement

This study was conducted in accordance with the guidelines set forth by the university.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data supporting the findings of this study are available upon request.

Conflicts of Interest

The authors declare no conflict of interest.

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