



**CONTEMPORARY LINGUISTIC TRENDS AND THEIR APPLICATIONS  
IN ARABIC LANGUAGE TEACHING**

**Althaf Javid H. Aziz<sup>1</sup>, Dewy Sartika<sup>2</sup>, Hayatun Nissa<sup>3</sup>  
Dika Syam El-Fathony<sup>4</sup>, Fachrul Ghazi<sup>5</sup>**

Universitas Islam Negeri Raden Intan Lampung<sup>1,2,3,4,5</sup>

e-mail: [althafjavid01@gmail.com](mailto:althafjavid01@gmail.com)<sup>1</sup>, [dewytika33@gmail.com](mailto:dewytika33@gmail.com)<sup>2</sup>,  
[hayatunnissa285@gmail.com](mailto:hayatunnissa285@gmail.com)<sup>3</sup>, [dikasyamelfatony@gmail.com](mailto:dikasyamelfatony@gmail.com)<sup>4</sup>, [fachrul.ghazi@radenintan.ac.id](mailto:fachrul.ghazi@radenintan.ac.id)<sup>5</sup>

Diterima: 2/6/2026; Direvisi: 14/6/2026; Diterbitkan: 21/6/2026

**ABSTRAK**

Aliran linguistik modern seperti strukturalisme, transformasional-generatif, fungsionalisme, dan sociolinguistik telah memberikan kontribusi penting terhadap perkembangan teori dan praktik pengajaran bahasa. Dalam pembelajaran bahasa Arab, pemahaman terhadap berbagai aliran linguistik menjadi landasan strategis untuk merancang kurikulum, metode pembelajaran, dan sistem evaluasi yang lebih efektif serta sesuai dengan kebutuhan peserta didik. Penelitian ini bertujuan untuk mengidentifikasi aliran-aliran linguistik modern utama, menganalisis karakteristik dasarnya, serta mengkaji relevansinya dalam pembelajaran bahasa Arab. Metode yang digunakan adalah kajian pustaka (*library research*) dengan pendekatan deskriptif-analitis melalui penelaahan berbagai sumber primer dan sekunder dalam bidang linguistik teoretis maupun terapan. Hasil penelitian menunjukkan bahwa setiap aliran linguistik menawarkan perspektif yang berbeda dalam pembelajaran bahasa Arab, mulai dari penguatan aspek struktural dan gramatikal, pengembangan kompetensi komunikatif, hingga pemanfaatan konteks sosial dan budaya sebagai bagian dari proses pembelajaran. Temuan ini mengindikasikan bahwa tidak ada satu aliran yang sepenuhnya mampu menjawab seluruh kebutuhan pembelajaran bahasa Arab, sehingga diperlukan pendekatan integratif yang mengombinasikan keunggulan berbagai aliran linguistik sesuai dengan tujuan, materi, dan karakteristik peserta didik. Dengan demikian, penerapan pendekatan linguistik modern secara terpadu dapat meningkatkan efektivitas pembelajaran bahasa Arab sekaligus memperkuat kompetensi kebahasaan dan komunikatif peserta didik.

**Kata Kunci:** *Linguistik Modern, Pembelajaran Bahasa Arab, Strukturalisme, Kompetensi Komunikatif, Linguistik Terapan*

**ABSTRACT**

Modern linguistic schools, such as structuralism, transformational-generative linguistics, functionalism, and sociolinguistics, have made significant contributions to the development of language theory and teaching practices. In Arabic language learning, understanding these linguistic approaches serves as a strategic foundation for designing curricula, instructional methods, and assessment systems that are more effective and responsive to learners' needs. This study aims to identify the major schools of modern linguistics, analyze their fundamental characteristics, and examine their relevance to Arabic language teaching. The study employs a library research method with a descriptive-analytical approach through the review of various primary and secondary sources in both theoretical and applied linguistics. The findings indicate that each linguistic school offers distinct perspectives for Arabic language learning, ranging from strengthening structural and grammatical aspects to developing communicative competence and incorporating social and cultural contexts into the learning process. The study



further reveals that no single linguistic approach can fully address the diverse needs of Arabic language instruction. Therefore, an integrative approach that combines the strengths of various linguistic schools is necessary to accommodate different learning objectives, instructional materials, and learner characteristics. In conclusion, the integrated application of modern linguistic approaches can enhance the effectiveness of Arabic language teaching while fostering learners' linguistic and communicative competence.

**Keywords:** *Modern Linguistics, Arabic Language Learning, Structuralism, Communicative Competence, Applied Linguistics*

## INTRODUCTION

Language is a complex and dynamic system that functions not only as a means of communication but also as a cognitive, social, and cultural resource. The study of language has generated diverse theoretical perspectives that seek to explain how language is structured, acquired, and used in human interaction. These perspectives have significantly influenced language education by shaping curriculum design, instructional strategies, and assessment practices. Recent scholarship has increasingly emphasized the importance of connecting linguistic theory with pedagogical practice to respond to the changing demands of language education in multilingual and multicultural contexts (Ellis, 2021; Richards et al., 2023; Pawlak et al., 2026). Consequently, developments in modern linguistics have become an important foundation for understanding and improving foreign language teaching, including Arabic language education.

Arabic occupies a unique position in global communication and education. As the language of the Qur'an, a major international language, and a medium of intellectual and cultural heritage, Arabic is learned by millions of students worldwide. However, Arabic presents considerable challenges for non-native speakers because of its rich morphological patterns, complex syntactic structures, and diglossic nature, which distinguishes formal and colloquial varieties. A recent systematic review by Thomure et al. (2025) demonstrates that Arabic diglossia remains one of the most significant challenges affecting teaching and learning outcomes across different educational settings. For Indonesian learners, these linguistic characteristics often create difficulties in developing balanced grammatical, communicative, and sociocultural competence, thereby requiring pedagogical approaches that are both theoretically sound and contextually appropriate.

Modern linguistics has produced several influential frameworks, including structuralism, transformational-generative linguistics, functionalism, sociolinguistics, and constructivist-cognitive approaches. Each framework offers different assumptions regarding the nature of language, language acquisition, and effective instructional practices. Recent studies have reaffirmed the continuing relevance of sociolinguistic, communicative, and constructivist perspectives in Arabic language education. Azizah et al. (2025) argue that sociolinguistic awareness plays a crucial role in strengthening both language proficiency and social competence, while Imelda et al. (2024) highlight the contribution of constructivist and sociolinguistic principles to communicative Arabic learning. Similarly, Idris et al. (2025), Arifah et al. (2025), Syafei et al. (2025), and Haromaen et al. (2026) emphasize that communicative competence has become a central objective of contemporary Arabic language instruction.

Although these studies provide valuable insights, most of them focus on particular dimensions of Arabic language teaching, such as communicative competence, sociolinguistic



awareness, technology integration, or instructional innovation. For example, Rambe (2025) reviews innovative teaching strategies, Manasiq and Mustaufir (2025) examine communication trends in Arabic instruction, and Sapawi and Yusoff (2025) discuss technology integration within Arabic curricula. Despite their contributions, existing studies rarely offer a systematic synthesis of how major linguistic traditions can collectively inform Arabic language pedagogy. As a result, there remains limited scholarly discussion on the integration of multiple linguistic frameworks into a coherent pedagogical model, particularly within the Indonesian educational context.

The novelty of this study lies in its integrative perspective that bridges modern linguistic theories and Arabic language pedagogy within a single analytical framework. Unlike previous studies that concentrate on specific approaches, this article examines how structuralism, transformational-generative linguistics, functionalism, sociolinguistics, and constructivist-cognitive theories can complement one another in addressing linguistic accuracy, communicative effectiveness, sociocultural competence, and learner development. Furthermore, this study draws upon contemporary discussions on comprehensible input (Bouknify & Mrani, 2025), task-based language teaching (Ellis, 2021), decolonial perspectives in second language acquisition (Ortega, 2026), and strategies-based instruction (Pawlak et al., 2026) to develop a broader conceptual understanding of Arabic language education.

Based on these considerations, this article aims to identify the principal streams of modern linguistics, analyze their core assumptions, and examine their implications for Arabic language instruction. Furthermore, the study seeks to demonstrate that an integrative approach informed by multiple linguistic traditions provides a more comprehensive foundation for Arabic language pedagogy than reliance on any single theoretical orientation. By synthesizing contemporary linguistic and pedagogical scholarship, the study is expected to contribute to the development of evidence-informed, context-sensitive, and theoretically grounded Arabic language education, particularly in Indonesia.

## **RESEARCH METHOD**

This study employed a qualitative library research design with a descriptive-analytical approach to examine the relevance of modern linguistic theories to Arabic language learning. The data were derived from three categories of literature: foundational works in modern linguistics, studies in applied linguistics and Arabic language education, and recent peer-reviewed journal articles related to language teaching and learning. The literature was selected based on explicit criteria, including relevance to the research topic, academic credibility, publication quality, and theoretical contribution. Priority was given to scholarly publications from the last ten years, while seminal earlier works were included when they represented key theoretical foundations.

Data collection was conducted through a systematic search of books, academic journals, and scholarly databases using keywords related to modern linguistic schools and Arabic language pedagogy. The selected sources were screened and classified according to their linguistic orientation and pedagogical relevance. The analysis involved identifying major linguistic traditions, synthesizing their core principles, examining their implications for Arabic language instruction, and evaluating their strengths and limitations within the Indonesian context. To enhance analytical rigor, findings from multiple sources were compared and cross-referenced to identify convergent and divergent perspectives, thereby strengthening the validity of the study's conclusions.



## RESULTS AND DISCUSSION

### Results

To provide a comprehensive understanding of contemporary developments in Arabic language education, this study reviewed scholarly publications published between 2021 and 2026. The selected literature covers a wide range of theoretical orientations and pedagogical approaches that have contributed to the advancement of Arabic language teaching and learning. By examining studies from different disciplinary perspectives, the review seeks to identify major trends, recurring themes, and emerging directions in the field. The literature mapping presented below serves as a foundation for analyzing how various linguistic theories and educational frameworks collectively shape current practices in Arabic language education.

**Table. Literature Review Matrix on Linguistic Perspectives and Arabic Language Education (2021–2026)**

| No. | Author(s) & Year         | Focus of Study                           | Linguistic Perspective | Main Findings/Contributions  |
|-----|--------------------------|--|------------------------|--|
| 1   | Poehner & Lantolf (2021) | Sociocultural theory and SLA             | Sociocultural          | Language development occurs through interaction, mediation, and scaffolding.           |
| 2   | Ellis (2021)             | Task-Based Language Teaching (TBLT)      | Communicative          | Tasks facilitate meaningful language use and communicative development.                |
| 3   | Mohammed Harbi (2022)    | Arabic diglossia and non-native learners | Sociolinguistic        | Diglossia influences communication and learning difficulties among Arabic learners.    |
| 4   | VanPatten & Smith (2022) | Explicit and implicit learning           | Generative/Cognitive   | Both learning processes contribute to language acquisition and competence development. |
| 5   | Azhar et al. (2022)      | Communicative method in Arabic learning  | Communicative          | Communicative methods improve speaking ability and learner participation.              |
| 6   | Richards et al. (2023)   | Evolution of TESOL and language teaching | Communicative          | Communication remains the central goal of modern language instruction.                 |
| 7   | Marlina (2023)           | Postmodern language teaching             | Integrative            | Contemporary language education requires flexible and contextual approaches.           |
| 8   | Abdalla (2024)           | Arabic grammar instruction based on CEFR | Structuralist          | Systematic grammar instruction supports language proficiency development.              |
| 9   | Beshiri (2024)           | Comparison of language teaching methods  | Integrative            | Effective language teaching combines multiple pedagogical approaches.                  |



| No. | Author(s) & Year           | Focus of Study                                 | Linguistic Perspective       | Main Findings/Contributions  |
|-----|----------------------------|--|------------------------------|--|
| 10  | East (2024)                | Teachers' perspectives on TBLT                 | Communicative                | TBLT promotes authentic communication and learner engagement.                      |
| 11  | Fatima El Zahraa (2024)    | Sociolinguistic competence in Arabic           | Sociolinguistic              | Sociolinguistic appropriateness is essential for effective communication.          |
| 12  | Imelda et al. (2024)       | Social linguistics and constructivism          | Constructivist/Sociocultural | Learning is enhanced through interaction and social participation.                 |
| 13  | Rahimi (2024)              | Teachers' digital competence                   | Educational Technology       | Digital competence supports twenty-first-century language learning.                |
| 14  | Sanusi et al. (2024)       | Cultural approach in Arabic teaching           | Sociocultural                | Cultural integration enhances communicative skills.                                |
| 15  | Shimabukuro (2024)         | Learner autonomy                               | Constructivist               | Learner-centered approaches strengthen autonomy and self-regulated learning.       |
| 16  | Abdy (2025)                | Identity, language policy, and diglossia       | Sociolinguistic              | Arabic language issues are linked to identity and sociocultural factors.           |
| 17  | Al Qorin et al. (2025)     | Communicative learning materials               | Communicative                | Communicative materials improve language skills and 21st-century competencies.     |
| 18  | Arifah et al. (2025)       | Communicative performance factors              | Communicative                | Multiple linguistic and non-linguistic factors influence communicative competence. |
| 19  | Bouknify & Mrani (2025)    | Comprehensible input theory                    | Generative/Cognitive         | Comprehensible input remains relevant for lifelong language learning.              |
| 20  | Dimyathi & Junaedi (2025)  | Pragmatic theory in Arabic teaching            | Sociolinguistic              | Pragmatic competence enhances communication effectiveness.                         |
| 21  | Idris et al. (2025)        | Communicative competence in Merdeka Curriculum | Communicative                | Curriculum outcomes emphasize communicative language proficiency.                  |
| 22  | Manasiq & Mustaufir (2025) | Communication trends in Arabic teaching        | Communicative                | Recent Arabic teaching trends prioritize communication-oriented learning.          |
| 23  | Nufus & Azis (2025)        | Technology integration in Arabic learning      | Integrative                  | Technology and interactive strategies support effective Arabic learning.           |



| No. | Author(s) & Year              | Focus of Study                            | Linguistic Perspective          | Main Findings/Contributions   |
|-----|-------------------------------|---|---------------------------------|---|
| 24  | Rambe (2025)                  | Teaching methods and strategies           | Integrative                     | Innovative strategies improve Arabic language instruction effectiveness.          |
| 25  | Saidatul Azizah et al. (2025) | Sociolinguistics in Arabic education      | Sociolinguistic                 | Sociolinguistic awareness strengthens language proficiency and social competence. |
| 26  | Sapawi & Yusoff (2025)        | Technology in Arabic curriculum           | Educational Technology          | Technology integration enriches Arabic curriculum implementation.                 |
| 27  | Shahbari-Kassem et al. (2025) | Morphological awareness in Arabic         | Structuralist                   | Morphological awareness significantly contributes to Arabic literacy development. |
| 28  | Sulton & Kabir (2025)         | Cultural elements in Arabic education     | Sociocultural                   | Cultural integration supports intercultural communicative competence.             |
| 29  | Syafei et al. (2025)          | Communicative approach in Arabic learning | Communicative                   | Communicative approaches provide practical opportunities for language use.        |
| 30  | Thomure et al. (2025)         | Arabic diglossia in teaching and learning | Sociolinguistic                 | Diglossia remains a major challenge in Arabic language education.                 |
| 31  | Yani et al. (2025)            | Arabic language environment               | Communicative/Sociocultural     | Language environments significantly enhance communicative competence.             |
| 32  | Imam Haromaen et al. (2026)   | Building communicative competence         | Communicative                   | Communicative approaches effectively develop Arabic communication skills.         |
| 33  | Ortega (2026)                 | Decolonial SLA perspective                | Generative/Critical Perspective | Language acquisition should be understood within broader sociocultural contexts.  |
| 34  | Pawlak et al. (2026)          | Language learning strategies              | Sociocultural/Constructivist    | Strategy-based instruction promotes learner autonomy and language development.    |

As illustrated in the table, recent scholarship on Arabic language education reflects an increasingly interdisciplinary and multifaceted body of knowledge. The reviewed studies demonstrate that contemporary research extends beyond traditional concerns with language structure and increasingly incorporates cognitive, social, cultural, technological, and pedagogical dimensions of learning. This diversity of perspectives indicates a growing recognition that effective language education requires attention to both linguistic competence and the broader contexts in which language is learned and used. Collectively, the literature suggests that future developments in Arabic language education are likely to be characterized by greater integration of theoretical perspectives, learner-centered pedagogies, technological



innovations, and contextualized approaches that respond to the complex needs of twenty-first-century language learners.

### **1. Structuralism and Arabic Language Teaching**

The review indicates that structuralism conceptualizes language as an organized system of interrelated linguistic elements. In Arabic language education, this perspective emphasizes the systematic teaching of phonology, morphology, and syntax through sequenced instruction and controlled practice. The literature reveals that structuralist principles continue to inform the teaching of Arabic morphological patterns, verb conjugations, sentence structures, and pronunciation. The findings further suggest that this approach is particularly effective in supporting grammatical accuracy and linguistic awareness among beginning and intermediate learners.

### **2. Transformational-Generative Linguistics and Arabic Language Learning**

The review demonstrates that transformational-generative linguistics focuses on the cognitive processes underlying language acquisition. The literature highlights the role of internal linguistic competence, comprehensible input, and developmental stages in language learning. In the context of Arabic language education, this perspective contributes to understanding learner interlanguage, grammatical development, and the acquisition of complex linguistic structures. The findings also indicate that generative linguistics has significantly influenced contemporary theories of second language acquisition.

### **3. Functionalism and Communicative Approaches**

The analysis shows that functionalism and communicative language teaching view language primarily as a tool for meaning-making and social interaction. Recent studies consistently identify communicative competence as a central objective of contemporary Arabic language education. The reviewed literature demonstrates that communicative activities such as discussions, presentations, role-plays, and task-based learning can enhance learners' ability to use Arabic in authentic contexts. Furthermore, communicative approaches are associated with increased learner engagement and meaningful language use.

### **4. Sociolinguistic Perspectives in Arabic Language Education**

The findings indicate that sociolinguistic perspectives provide important insights into language variation, language use, and cultural context. The literature identifies Arabic diglossia as a major factor influencing language learning and teaching. Studies also emphasize the importance of sociolinguistic competence, cultural awareness, and pragmatic understanding in developing effective communication skills. These findings suggest that Arabic language instruction should address both linguistic proficiency and sociocultural competence.

### **5. Constructivist and Sociocultural Perspectives**

The review reveals that constructivist and sociocultural theories emphasize active learning through interaction, collaboration, and guided participation. The literature highlights the importance of scaffolding, peer interaction, and learner-centered instruction in Arabic language learning. Teachers are viewed as facilitators who support learners in constructing knowledge through meaningful activities. The findings also indicate that interactive learning environments contribute positively to both linguistic and communicative development.

### **6. An Integrative Framework for Arabic Language Education**



The synthesis of the literature demonstrates that no single linguistic tradition adequately addresses all dimensions of Arabic language learning. Each perspective contributes distinct insights into language structure, cognition, communication, social context, and learning processes. A major finding of this study is the need for an integrative approach that combines structural, cognitive, communicative, sociocultural, and collaborative dimensions. Such an

## Findings

The findings regarding the prominence of structuralist perspectives suggest that a solid command of fundamental linguistic components continues to play a crucial role in Arabic language learning. Mastery of phonological, morphological, and syntactic systems provides learners with the accuracy required for effective language performance. Recent studies have further demonstrated that grammatical development in Arabic is closely associated with learners' ability to recognize and manipulate complex morphological patterns. Shahbari-Kassem, Schiff, and Saiegh-Haddad (2025) highlight that the development of morphological awareness is strongly influenced by the unique characteristics of the Arabic morphological system, making morphological competence a critical component of language proficiency. Similarly, Abdalla (2024) argues that Arabic grammar instruction should be aligned with internationally recognized proficiency frameworks to ensure systematic progression in learners' linguistic development. Furthermore, Şahinkaya (2024) emphasizes that a balanced combination of explicit and implicit grammar instruction can enhance learners' grammatical accuracy while maintaining meaningful language use. These findings support the argument that grammatical competence remains essential but should be integrated with broader communicative objectives. In this regard, Nufus and Azis (2025) emphasize that innovations in Arabic language teaching increasingly combine linguistic mastery with technology-enhanced and interactive learning environments.

The transformational-generative perspective offers valuable insights into the cognitive mechanisms that underlie Arabic language acquisition. From this viewpoint, language learning is not merely the accumulation of linguistic forms but rather the gradual development of internalized linguistic competence. Learner errors can therefore be interpreted as evidence of ongoing interlanguage development rather than indicators of failure. VanPatten and Smith (2022) explain that both explicit and implicit learning processes contribute to second language development, although implicit acquisition remains central to achieving fluent language use. Likewise, Bouknify and Mrani (2025) reaffirm the continuing relevance of comprehensible input as a key condition for sustained language acquisition across different learning contexts. Expanding this perspective, Ortega (2026) argues for a decolonial understanding of second language acquisition that recognizes learners' diverse sociocultural experiences and challenges the dominance of traditional Western-centered assumptions in language learning research. This broader perspective encourages Arabic language educators to design instruction that is responsive to learners' linguistic, cultural, and educational backgrounds.

The findings related to functionalism and communicative language teaching reveal an increasing emphasis on language use as the primary objective of instruction. Rather than focusing exclusively on formal linguistic knowledge, contemporary approaches encourage learners to engage in meaningful interaction and authentic communication. Richards, Panahi, and Mohebbi (2023) note that one of the most significant developments in language teaching over the past several decades has been the shift toward communication as the central goal of classroom practice. Supporting this view, Beshiri (2024) concludes that communicative



approaches consistently demonstrate positive effects on learner participation, motivation, and practical language use when compared with more traditional methods. In the context of Arabic language education, Azhar, Wahyudi, and Promadi (2022) found that communicative methods contribute significantly to the development of speaking ability, while Yani et al. (2025) demonstrate that a supportive Arabic language environment enhances learners' communicative competence through continuous exposure and interaction. Additionally, Al Qorin, Mahliatussikah, and Sumalee (2025) show that communicative-based Arabic learning materials can simultaneously foster language proficiency and twenty-first-century skills. These findings reinforce the importance of creating opportunities for authentic communication in Arabic language classrooms.

The sociolinguistic perspective highlights the inseparable relationship between language, culture, and social context. Arabic presents a particularly interesting case because of the coexistence of Modern Standard Arabic and numerous spoken dialects, which creates unique challenges for learners. Effective communication therefore requires not only linguistic knowledge but also an understanding of social norms, cultural expectations, and pragmatic conventions. Abdy (2025) argues that Arabic diglossia should be understood not merely as a linguistic phenomenon but also as an issue closely connected to identity formation and language policy. Similarly, Mohammed Harbi (2022) reports that non-native learners often perceive diglossia as one of the major challenges affecting communication and language learning processes. Consequently, Arabic language instruction should incorporate sociolinguistic awareness alongside linguistic competence. Sulton and Kabir (2025) further emphasize that the integration of Arab cultural elements into language instruction can strengthen learners' intercultural understanding and improve their ability to communicate appropriately in diverse contexts.

Constructivist and sociocultural theories provide additional support for learner-centered approaches to Arabic language education. These perspectives emphasize that knowledge is actively constructed through interaction, collaboration, and guided participation. Learning becomes more effective when learners engage in meaningful social exchanges that enable them to negotiate meaning and solve communicative problems collectively. Poehner and Lantolf (2021) explain that sociocultural theory views language development as a mediated process in which interaction plays a central role in cognitive growth. Likewise, Pawlak, Kruk, and Zawodniak (2026) argue that language learning strategies and strategies-based instruction can strengthen learner autonomy and facilitate more effective grammatical development. In a similar vein, Shimabukuro (2024) highlights the importance of learner-centered design and autonomous learning practices supported by data-driven approaches. These findings suggest that Arabic language instruction should promote collaboration, reflection, and strategic learning to maximize learners' developmental potential.

Overall, the findings of this review indicate that Arabic language education benefits most from an integrative framework that combines structural, cognitive, communicative, sociolinguistic, and sociocultural dimensions. Such an approach allows learners to develop linguistic accuracy while simultaneously acquiring communicative, intercultural, and strategic competencies. East (2024) argues that task-based language teaching remains particularly valuable because it enables learners to mobilize linguistic resources in meaningful communicative situations while responding to practical classroom realities. Moreover, Sanusi et al. (2024) demonstrate that teachers' pedagogical competence, particularly in integrating cultural approaches, contributes significantly to the development of learners' communicative





skills. Rahimi (2024) further emphasizes that contemporary language education requires teachers to possess digital competencies that support the cultivation of twenty-first-century skills. Additionally, Marlina (2023) notes that language teaching in the postmodern era increasingly values diversity, flexibility, and contextual responsiveness in pedagogical practice. Finally, Dimyathi and Junaedi (2025) show that incorporating pragmatic theory into Arabic language teaching can enhance learners' communicative effectiveness across various social contexts. Therefore, the integration of multiple linguistic and pedagogical perspectives represents a promising direction for Arabic language education, particularly in contexts where learners are expected to achieve both linguistic mastery and effective real-world communication.

## CONCLUSION

This study has explored the major streams of modern linguistics and their relevance to Arabic language instruction, including structuralism, transformational-generative linguistics, functionalism and communicative language teaching, sociolinguistics, and constructivism/cognitivism. The findings demonstrate that each linguistic tradition contributes valuable insights to the teaching and learning of Arabic, particularly in supporting grammatical development, communicative competence, sociocultural awareness, and cognitive engagement. Rather than functioning as competing paradigms, these approaches should be viewed as complementary perspectives that address different dimensions of language learning.

The central contribution of this study is the identification of an integrative and evidence-based eclectic approach as the most appropriate framework for Arabic language pedagogy. This approach combines the strengths of multiple linguistic traditions, enabling educators to balance structural accuracy, communicative effectiveness, sociocultural sensitivity, and learner-centered interaction. Given the linguistic, cultural, and educational characteristics of Arabic language learning in Indonesia, such integration offers a more comprehensive and context-responsive alternative than reliance on a single theoretical model.

This study also highlights the need for further empirical research to validate and refine the proposed integrative framework in diverse educational settings. Future studies may focus on the development, implementation, and evaluation of instructional models grounded in multiple linguistic perspectives, thereby contributing to the establishment of a locally relevant and evidence-based Arabic language pedagogy in Indonesia.

## REFERENCE

- Abdalla, E. A. M. A. (2024). A Model for Teaching Arabic Grammar in Light of the Common European Framework of Reference for Languages. *Ijaz Arabi Journal of Arabic Learning*, 7(3). <https://doi.org/10.18860/ijazarabi.v7i3.27825>
- Abdy, Y. (2025). Education and Identity in the Crisis of Arabic: A Sociolinguistic Reading of Diglossia and Language Policies. 95–78), 4(18, منون. <https://asjp.cerist.dz/en/article/284464>
- Al Qorin, A. S., Mahliatussikah, H., & Sumalee, Y. (2025). Designing Communicative-Based Arabic Learning Materials to Enhance 21st Century Skills of Students in Thailand. *Journal of Arabic Language Studies and Teaching*, 5(1), 1–16. <https://doi.org/10.15642/jalsat.2025.5.1.1-16>



- Arifah, F., Zulharby, P., & Heider, A. S. (2025). A Multifactorial Analysis of Communicative Performance Among Arabic Language Education Students. *Alsinatuna*, 11(1), 46–74. <https://doi.org/10.28918/alsinatuna.v11i1.13298>
- Azhar, M., Wahyudi, H., & Promadi, P. (2022). Arabic Language Learning with Communicative Method and Factors Affecting Student's Speaking Ability. *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora*, 1(2), 92–101. <https://orcid.org/0000-0002-1743-2489>
- Beshiri, U. H. (2024). Comparative Analysis of Language Teaching Methods: A Systematic Review. *International Journal of Education Teacher*, 27, 62–71. <https://doi.org/10.20544/teacher.27.07>
- Bouknify, M., & Mrani, M. (2025). Reconceptualizing Krashen's Comprehensible Input Hypothesis for Lifelong and Skills-Oriented Language Learning. *Psychology Research on Education and Social Sciences*, 6(4), 211–219. <https://doi.org/10.5281/zenodo.18052906>
- Dimiyathi, M. A., & Junaedi, J. (2025). Utilizing Pragmatic Theory in Arabic Language Teaching: Enhancing Students' Communication Skills Effectively. *Jurnal Edusci*, 2(5), 366–383. <https://doi.org/10.62885/edusci.v2i5.756>
- East, M. (2024). TBLT from the Teachers' Perspective: A Response to Ellis (2024). *International Journal of TESOL Studies*, 6(4), 20–33. <https://doi.org/10.58304/ijts.20240403>
- Ellis, R. (2021). Options in a Task-Based Language-Teaching Curriculum: An Educational Perspective. *Task*, 1(1), 11–46. <https://doi.org/10.1075/task.00002.ell>
- Fatima El Zahraa. (2024). Sociolinguistic Competence and Sociolinguistic Appropriateness in the Context of Arabic Language Based on the Common European Framework of Reference for Languages Scale. *Al-Ittihad: Jurnal Keilmuan dan Kependidikan Bahasa Arab*, 16(2), 1–24. <https://doi.org/10.32678/alittihad.v16i2.10882>
- Idris, I. M. A., Sholahudin, S., & Abdurahman, M. (2025). The Representation of Communicative Competence in the Arabic Language Learning Outcomes of Indonesia's Merdeka Curriculum. <https://doi.org/10.37680/aphorisme.v6i2.8329>
- Imam Haromaen, D., Wahyudin, D., & Fadli, A. (2026). Building Communicative Competence in Arabic Using a Communicative Approach. *Inovasi Pembangunan: Jurnal Kelitbangan*, 14(1). <https://doi.org/10.35450/jip.v12i02.1776>
- Imelda, N., Ayu, N. P., Ulfa, M., & Khalaf, A. M. A. (2024). البنائية لتعلم اللغة العربية التوصلية على أساس علم اللغة العربية الإجتماعي. *Arabiyyati: Journal of Arabic Language Education*, 1(1). <https://doi.org/10.65679/arabiyyat.v1i1.73>
- Manasiq, G. Z. A. S., & Mustaufir, M. (2025). Tren Komunikasi dalam Pengajaran Bahasa Arab: Sebuah Tinjauan Literatur Sistematis (2020–2025). *Journal of Education and Contemporary Linguistics*, 2(02), 44–59. <http://journal.alifba.id/index.php/jcl/article/view/105>
- Marlina, R. (2023). English Language Teaching in the Postmodern World: RELC Journal's Contribution. *RELC Journal*, 54(3), 568–573. <https://doi.org/10.1177/00336882231214003>
- Mohammed Harbi, A. (2022). Arabic Diglossia and Its Impact on the Social Communication and Learning Process of Non-Native Arabic Learners: Students' Perspective. *Arab World English Journal* (January 2022), Theses ID, 283. <http://dx.doi.org/10.2139/ssrn.4037655>



- Nufus, N. A., & Azis, A. (2025). Innovations in Arabic Language Learning: A Systematic Literature Review of Teaching Strategies and Technological Integration. *An Nazhair: Journal of Arabic Education*, 2(1), 1–12. <https://doi.org/10.20414/nazhair.v2i1.40>
- Ortega, L. (2026). A Decolonial Approach to Second Language Acquisition. In *Alternative Approaches to Second Language Acquisition* (pp. 146–170). Routledge. <https://www.taylorfrancis.com/chapters/edit/10.4324/9781003426516-7/decolonial-approach-second-language-acquisition-lourdes-ortega>
- Pawlak, M., Kruk, M., & Zawodniak, J. (2026). Language Learning Strategies and Strategies-Based Instruction. In *Strategies-Based Instruction, Individual Differences and Learning Second Language Grammar. Second Language Learning and Teaching*. Springer, Cham. [https://doi.org/10.1007/978-3-032-18663-8\\_1](https://doi.org/10.1007/978-3-032-18663-8_1)
- Poehner, M. E., & Lantolf, J. P. (2021). Sociocultural Theory and Second Language Development. In H. Mohebbi & C. Coombe (Eds.), *Research Questions in Language Education and Applied Linguistics*. Springer Texts in Education. Springer, Cham. [https://doi.org/10.1007/978-3-030-79143-8\\_150](https://doi.org/10.1007/978-3-030-79143-8_150)
- Rahimi, A. R. (2024). Beyond Digital Competence and Language Teaching Skills: The Bi-Level Factors Associated with EFL Teachers' 21st-Century Digital Competence to Cultivate 21st-Century Digital Skills. *Education and Information Technologies*, 29(8), 9061–9089. <https://doi.org/10.1007/s10639-023-12171-z>
- Rambe, P. (2025). Innovative Methods and Strategies in Arabic Language Teaching: A Systematic Review of International and National Literature (2020–2025). In *Tarbiyah Suska Conference Series*, 4(1), 68–86. <https://jom.uin-suska.ac.id/index.php/TSCS/article/view/5736>
- Richards, J. C., Panahi, A., & Mohebbi, H. (2023). Reflecting on Jack C. Richards' 60 Years in TESOL: A Systematic Review. *Language Teaching Research Quarterly*, 33(2), 4–67. <https://doi.org/10.32038/ltrq.2023.33.02>
- Saidatul Azizah, Hikmatuddiniah, M. Syukron Maksum, & Nur Hasanah. (2025). The Urgency of Sociolinguistics in Arabic Language Education: Strengthening Social Awareness and Language Proficiency Through Effective Educational Management. *Journal of Educational Management Research*, 4(1), 400–411. <https://doi.org/10.61987/jemr.v4i1.841>
- Şahinkaya, H. A. (2024). Explicit vs. Implicit Grammar Teaching in EFL Classroom: A Literature Review. *International Journal of Academic Research in Education*, 9(1), 14–26. <https://doi.org/10.17985/ijare.1369773>
- Sanusi, A., Hamid, M. A., Nurbayan, Y., bin Ismail, Z., & Maulia, L. N. (2024). Arabic Teachers Pedagogical Competence: Cultural Approach in Enhancing the Students' Communicative Skills. *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 11. <https://doi.org/10.15408/a.v11i1.39919>
- Sapawi, M. S. M., & Yusoff, N. M. R. N. (2025). Integrating Technology into the Arabic Language Curriculum: A Systematic Review of Trends, Strategies and Cultural Dimensions. *Social Sciences & Humanities Open*, 12, 101974. <https://doi.org/10.1016/j.ssaho.2025.101974>
- Shahbari-Kassem, A., Schiff, R., & Saiegh-Haddad, E. (2025). Development of Morphological Awareness in Arabic: The Role of Morphological System and Morphological Distance. *Reading and Writing*, 38, 2235–2267. <https://doi.org/10.1007/s11145-024-10581-0>



- Shimabukuro, M. A. (2024). Promoting Autonomy for Language Learning Powered by Data-Driven Methods and Learner-Centred Design. <https://hdl.handle.net/10155/1905>
- Sulton, A., & Kabir, S. M. (2025). Integrating Arab Cultural Elements in Arabic Language Education. *Lahjatuna: Jurnal Pendidikan Bahasa Arab*, 4(2), 133–146. <https://doi.org/10.38073/lahjatuna.v4i2.2597>
- Syafei, I., Ardiansyah, A. A., & Nugraha, D. (2025). The Communicative Approach in Arabic Language Learning (Theoretical and Practical Perspectives). In *Gunung Djati Conference Series*, 55(1), 477–491. <https://conferences.uinsgd.ac.id/index.php/gdcs/article/view/2906>
- Thomure, H. T., Taha, H., Sabella, T., & Saleh, R. (2025). A Systematic Review of Teaching and Learning in the Context of Arabic Diglossia. *Social Sciences & Humanities Open*, 12, 102281. <https://doi.org/10.1016/j.ssaho.2025.102281>
- VanPatten, B., & Smith, M. (2022). *Explicit and Implicit Learning in Second Language Acquisition*. Cambridge University Press. <https://doi.org/10.1017/9781009043571>
- Yani, A., Ahmad, S. S. B. H., Abdullah, R. B. H., Shalihah, S., & Thoha, A. M. (2025). The Effectiveness of the Arabic Language Environment in Enhancing Communicative Competence in Teaching Arabic as a Foreign Language: An Applied Study at the Faculty of Usuluddin, Sultan Sharif Ali Islamic University (UNISSA) Brunei Darussalam. *European Journal of Literature, Language and Linguistics Studies*, 9(2). <http://dx.doi.org/10.46827/ejll.v9i2.633>