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THE EVOLUTION OF ARABIC LANGUAGE TEACHING REQUIREMENTS FROM TRADITIONAL METHODS TO DIGITAL ONES VISIONS AND FUTURE PROSPECTS

Prof. Dr. Mohammed bin Abdulazeez Al-Omarini

Professor of Graduate Studies and Scientific Research, Mohammed bin Zayed University for
Humanities, Abu Dhabi

Vice President of the Saudi Scientific Association for the Arabic Language

Abstract:

This study aims to explore the evolution of Arabic language teaching requirements from traditional to digital methods, in light of the rapid transformations witnessed globally in the field of educational technology. The study provides an analytical overview of the traditional methods used in Arabic language teaching and reviews the features of the transition to digital education, including modern tools, technologies, and strategies. It also seeks to identify the requirements necessary for the effective implementation of this transformation, in addition to anticipating future visions for developing Arabic language teaching in light of the digital transformation. The study relied on a descriptive approach and reached a set of recommendations that would contribute to the development of Arabic language teaching in the digital environment and achieve effective integration between language and technology.

Keywords: Requirements - Teaching Arabic - Traditional Methods - Digital Methods - Future Visions and Prospects.

Introduction:

The world has witnessed a radical transformation in recent decades due to tremendous technological advancements, which have impacted various aspects of life, with the education sector being at the forefront. There has been a clear change in teaching and learning methods, starting from traditional methods based on rote memorization, thru structural and communicative approaches, to the stage of digitization that has strongly imposed itself on educational systems globally.

With the development of electronic technologies and smart devices, language learning programs in general, and Arabic in particular, have become more effective and integrated. The advancement of multimedia technology has enhanced learners' abilities to develop various language skills in a complementary manner, allowing them to improve their linguistic skills in different areas. By using these tools and devices and employing modern technologies, learners can achieve these skills in listening, speaking, reading, writing, grammar, and morphology, among others, in a complementary

manner and with effective performance (Boutarha, 2020). Educators have confirmed that the desire to learn increases when visual and auditory stimuli are combined, as studies indicate that humans acquire more than 80% of their knowledge through the senses of hearing and sight. This highlights the importance of employing technology in teaching Arabic remotely, transitioning from limited traditional methods to broader and more expansive educational horizons (Al-Baghdadi, 2015).

This transformation came as a result of a series of educational, linguistic, and cultural challenges, in addition to the profound technological changes that reshaped the educational environment and imposed new patterns of interaction and cognitive processing on teachers and learners. With these changes, it has become necessary to review traditional teaching methods and adopt curricula based on digital technology to enhance the quality and efficiency of education. Arabic language education was not immune to this change, as there arose an urgent need to integrate technology into its teaching, to address difficulties that students and teachers have long suffered from, such as the complexity of grammatical concepts, lack of interaction, and uneven skill acquisition.

The digital age we are living in today is a real opportunity to reshape the vision of teaching the Arabic language, aligning it with the aspirations of the new generation and responding to the demands of the 21st century, especially in light of the continuous development of educational technologies, shifts in learning patterns, and the emergence of new linguistic needs related to globalization and multicultural communication.

And since the Arabic language is considered one of the oldest Semitic languages and the richest in terms of structure, vocabulary, and syntax, it has been - and still is - a fundamental means of transmitting sciences and knowledge, and an effective medium for communication between peoples.

The Arabic linguistic heritage is distinguished by a vast abundance of works and dictionaries that highlight the strength of the Arabic language and its expressive and semantic capabilities. Among the most prominent of these dictionaries are: "Al-Sihah" by Abu Nasr Al-Jahiz, "Asas Al-Balagha" by Al-Zamakhshari, "Lisan Al-Arab" by Ibn Manzur, "Mukhtar Al-Sihah" by Al-Razi, and other linguistic works that testify to the richness and uniqueness of the Arabic language in terms of lexical resources. (Benaidja, 2024)

The richness of the Arabic language is also evident in its semantic diversity, abundance of synonyms, antonyms, homonyms, and metaphors, which add depth to expression and meaning. Arabic is also based on a root-derivative system that allows researchers to analyze the origins of words and create new vocabulary, as it includes more than 16,000 linguistic roots, a number that surpasses other Semitic languages such as Hebrew (approximately 2,500 roots), Saxon (2,000 roots), or Latin (700 roots). This derivational system not only contributes to explaining the structure of the word but also paves the way for generating modern terms to meet the needs of the era. (Benaidja, 2024)

This linguistic richness has not gone unnoticed by scholars and Orientalists. The American William Whorf described Arabic as a flexible language capable of adapting to the demands of the modern era, saying: "Arabic has the softness and flexibility that enable it to adapt to the requirements of this era, and it has not retreated in the past before any other language it has come into contact with." And it will maintain its identity in the future, just as it has preserved it in the past." (Jundi, 1960)

The Italian orientalist Guedi also sees the Arabic language as a marvel for expressing ideas, as its letters are distinguished by unique characters not found in other languages, such as the letters ض,

ط, ح, غ, ع, ظ, and ق. Additionally, the stability of the original Arabic letters, the construction movement within a single letter between meanings, and the relationship between the letter and the meaning it signifies contribute to this uniqueness. (Al-Alusi and Abu Shanab, 2015)

With this richness, teaching the Arabic language remains an educational challenge that requires keeping up with modern methods and adapting contemporary digital technologies. This is what this study seeks to discuss by tracing the evolution of language teaching requirements from traditional methods to digital methods and analyzing the extent of their impact on achieving its educational goals, especially for non-native speakers. The digital era we are living in today is a real opportunity to reshape the vision of teaching the Arabic language, in line with the requirements of the new generation and the challenges of the twenty-first century. Modern technologies provide interactive and flexible educational tools that contribute to enhancing self-directed and collaborative learning, overcoming temporal and spatial constraints. However, this transformation is not without questions regarding the effectiveness of these technologies in addressing current educational challenges and their applicability in various educational environments (Benchahda & Abderrahmane, 2024).

• **Research Problem:**

With the rapid technological advancement witnessed by the world in the twenty-first century, it has become necessary to reconsider traditional teaching methods, including those used in teaching the Arabic language. Where digital transformations have imposed new models in education that require skills and knowledge different from what they were before, and the integration of technology into educational practices has become imperative to keep up with the demands of the era. Despite multiple attempts to adopt modern digital methods in teaching Arabic, there remains a significant gap between the available potential and actual implementation in educational environments. Educational institutions face many challenges, including weak digital infrastructure, a lack of teacher training, and some curricula being unprepared to keep up with the digital transformation.

Despite the research efforts and educational conferences that have emphasized the importance of integrating technologies into Arabic language teaching, the application remains limited and unstructured in many contexts, which negatively impacts the effectiveness of language teaching and its outcomes, particularly in relation to comprehension, expression, and interaction skills.

Therefore, this study seeks to answer the main question: How can we transition from traditional methods to digital methods in teaching the Arabic language, what are the main challenges hindering this transformation, and what are the future prospects for its development in line with the aspirations of modern education?

• **Research Objectives**

This study aims to achieve a set of objectives as follows:

- Identifying the most prominent traditional methods used in teaching the Arabic language.
- Analyzing the transformations that have occurred in Arabic language teaching methods with the introduction of digital technologies.
- Revealing the educational and technical requirements for implementing digital education in the field of Arabic language.

- Exploring the prospects for developing Arabic language teaching in the future in light of digital transformation.
- Identifying the main challenges facing the integration of digital methods in teaching Arabic and proposing suitable recommendations for them.
- **Research methodology:** The study relied on the descriptive-analytical method by tracking the development of educational methods in teaching Arabic, providing a comprehensive view of the transition from traditional methods to digital approaches, and analyzing those methods and the factors influencing them.

- **First: Traditional Education in Teaching Arabic:**

The introduction of modern technologies into the field of education in the developed world has had a significant impact on rethinking the development of the educational process and reshaping educational inputs. The rapid technological advancements and the use of various digital devices have proven to provide greater flexibility than what was available in traditional teaching methods, such as printed textbooks. The use of multimedia has offered wide-ranging possibilities for creativity and interaction among learners, and has contributed to enhancing perception and understanding through interactive and experiential learning.

There is no doubt that traditional education represented the foundation from which various educational systems in the Arab world emerged, especially in teaching the Arabic language, where the educational process relied on the teacher as the primary source of knowledge, and on memorization and rote learning as the prominent means of receiving and understanding the language. This method helped to solidify linguistic rules and grammatical concepts in the minds of learners, but it faced multiple challenges with the evolution of learning concepts and the emergence of modern technologies, which necessitates a critical evaluation of it in light of contemporary educational transformations.

Traditional education is considered the oldest form of the educational process, as it relies on the transmission of knowledge from the teacher to the learner. In this type of education, the educational process focuses on the teacher as the primary source of information, while the student remains a passive recipient. In this type of education, limited tools are used such as textbooks, blackboards, and methods of recitation and repetition, without relying on any modern technological media (Al-Dulaimi, 2009).

Despite the global shift toward digital education, traditional education still maintains its place in many educational environments, especially those lacking technological infrastructure or adequate funding. Traditional education relies on the classical educational culture that views the teacher as the primary source of knowledge, granting them a central role in organizing the educational process and guiding the learners. This model does not require high costs or complex equipment, as the educational process takes place through direct interaction between the teacher and the students inside the classroom, without the need for digital tools or teaching assistants.

Traditional education is characterized by being synchronous within the classroom, where all students receive the educational content at the same time from the teacher, without flexibility in the timing of learning or diversity in its sources. This type of education is based on direct interaction between the teacher and the student, but at the same time, it heavily focuses on rote memorization and

lecturing, which often makes the learner a passive recipient of knowledge, without being given sufficient opportunities for research, inquiry, or self-learning. (Amir, 2015)

The concept of traditional education and its foundations in language teaching:

Traditional education is the classical model of teaching that relies on direct instruction from the teacher to the student, where the teacher represents the positive and effective element in the educational process, thus becoming the center of the educational process, while the student is merely a recipient of information, without sufficient opportunities for participation, research, or critical thinking. (Khalif, 2017)

It is also known as "traditional" education, due to its complete reliance on direct interaction within the classroom, where the teacher is the central figure in the educational process, playing a key role in explaining and clarifying the content. This method has been used for centuries, relying on three main elements: the teacher, the learner, and the subject matter, which is often represented in the textbook. (Beck, 2009) Despite the emergence of modern teaching methods, traditional education is still used in many educational systems, especially in environments lacking digital infrastructure or advanced technology.

The pillars of traditional education in teaching Arabic:

Traditional education is based on a set of foundations that represent the essential structure of this type of education, and these foundations can be summarized as follows: (Dawoodah, 2020)

1. Human pillars: Human pillars:

- The teacher: He is considered the fundamental pillar in traditional education, where he is seen as the primary transmitter of information and the source of knowledge who imparts the curriculum to students, relying on his academic qualifications and professional experience.
- The learner: His role is often characterized by passivity, as he relies on receiving information without activating inquiry, research, or critical thinking methods, which makes his role in the learning process limited.

2. Information and cognitive content: Information and cognitive content:

- The content is transmitted from the teacher to the learner in a direct oral or written manner, with a heavy reliance on the lecture and presentation style, which is known as rote learning, neglecting the development of thinking and analytical skills.

3. The interactive relationship between the teacher and the learner: The interactive relationship between the teacher and the learner:

- The direct meeting between the two parties is one of the most prominent features of traditional education, as knowledge is conveyed thru direct interaction that combines sound, image, and emotions, adding a human dimension to the educational process that digital media cannot achieve to the same extent.

4. Spatial resources: Spatial resources:

- Like school buildings, halls, and classrooms that allow teachers to meet with students in an organized and direct manner.

5. Human and administrative resources: Human and administrative resources:

- It includes teachers, administrators, assistants, and staff who participate in providing the necessary support for the educational process.

6. Educational materials: Educational tools:

- They consist of the blackboard, textbooks, maps, pictures, models, and other simple non-digital tools.

7. Regulations and rules: Regulations and rules:

- The educational process is subject to clear regulatory and administrative procedures related to classroom management, performance evaluation, scheduling, and others.

8. Educational programs and curricula: Educational programs and curricula:

- They are built according to a traditional structure, often focusing more on memorization and rote learning than on practical or creative skills.

9. Financial resources: Financial resources:

Traditional educational institutions require high budgets to cover expenses on infrastructure, salaries, and educational supplies.

Pros and cons of traditional education:

Traditional education in teaching the Arabic language is characterized by a number of advantages that have made it the foundation relied upon for decades. Among the most prominent are: providing direct communication between the teacher and the learner, which allows for immediate explanation and real-time correction, in addition to the discipline it offers within the classroom through clear schedules and organizational rules that regulate the behavior of learners, along with continuous monitoring of students' performance, and enabling the teacher to observe and address individual difficulties. Traditional education also allows for the utilization of the cultural and social context of the language, which enhances students' understanding of concepts and contributes to the development of oral skills such as dialog and conversation using effective methods like practice and repetition. (Ben Moussa, 2020)

However, this method is not without its drawbacks, the most notable of which are its reliance on rote memorization and the lack of focus on developing critical thinking and linguistic analysis skills, in addition to the negative role of the learner who is viewed merely as a recipient of information without interaction or initiative. Traditional education also suffers from limited educational resources and the absence of technological interaction, which weakens the development of writing and expression skills, reduces consideration of individual differences among students, and leads to the rigidity of many curricula, failing to keep up with the demands of the era or the needs of the new generation of learners.

• Secondly: Digital education in teaching Arabic:

Digital education has become one of the fundamental concepts that have a pivotal impact on improving and developing the educational process, especially in the field of teaching the Arabic language. Digital education has helped transition from traditional teaching methods to more advanced and effective educational approaches, based on modern tools and interactive methods. The profound impact of digital education on teaching is particularly evident in the fields of remote learning, interactive education, and facilitating digital communication between teachers and learners.

At a time when digital education has become an integral part of our daily lives, it has become a primary means of improving the quality of education through interactive tools and platforms. In light of the digital transformation, the world has witnessed significant changes in many vital sectors, which

has compelled educational institutions to embrace this transformation by employing modern digital educational tools within their pedagogical practices. This scientific and technological transformation has contributed to the introduction of many digital educational tools that have enabled institutions to develop more efficient educational plans and frameworks. However, this transformation was not without challenges, as some educational institutions faced difficulties in adapting to these developments, necessitating the preparation of staff capable of dealing with the variables of the digital age.

Although the term "digital education" is often reduced in some people's minds to being synonymous with educational tools only, its meaning in the modern context is broader than that. It refers to the utilization of all digital capabilities, including devices, software, applications, and educational methods, to enhance the educational process, such as computers, projectors, interactive applications, virtual reality, and others. This approach has had a profound impact on the development of language teaching, including Arabic (Al-Anzi, 2021).

The concept of digital education:

Digital education is defined as the provision of educational content – including explanations, exercises, interactions, and follow-up – either partially or entirely within the classroom or remotely, thru the use of advanced programs, whether stored on computers or online (Al-Arefi, 2011). It also refers to: "A set of modern interactive tools and technologies that enhance and enrich educational situations by providing educational content thru various sources and alternatives within an integrated systematic unit aimed at achieving effective learning characterized by efficiency and proficiency, such as multimedia software and interactive devices" (Al-Dali, 2015).

Abu Luban Waqura (n.d.) defined digital education as: "A method of teaching using modern communication mechanisms such as computers and their networks, multimedia tools like audio, video, and graphics, search mechanisms, electronic libraries, and internet portals, whether remotely or within the classroom, with the aim of delivering information to the learner in the shortest time, with the least effort, and the greatest benefit." Digital education is defined as: "A method of teaching using modern communication mechanisms such as computers and their networks, multimedia tools like audio, video, and graphics, search mechanisms, electronic libraries, and internet portals, whether remotely or within the classroom, with the aim of delivering information to the learner in the shortest time, with the least effort, and the greatest benefit." As for Robert Gagné, he defined digital education as: "the development of a set of organized methods, accompanied by scientific knowledge, for the design, evaluation, and management of education as an integrated system." (Gagné, 2000)

While some researchers define digital education as "harnessing various resources – human and material – to improve the quality of educational experiences and solve educational problems," the Association for Educational Communications and Technology (AECT) defines it as "an approach that includes people, tools, ideas, and management methods to analyze educational problems and innovate, implement, and evaluate appropriate solutions for them" (Dali, 2015).

Digital education and its impact on teaching the Arabic language:

The introduction of modern technologies in the educational field has led to a reconsideration of the development of the educational process and the updating of its pedagogical approaches, especially in developed countries. Digital media have proven to be more flexible than traditional textbooks, as

they allow for the downloading of educational materials in multiple formats that combine sound, image, and motion. This has enhanced opportunities for interactive and experiential learning and contributed to the development of creativity among learners.

In the field of teaching Arabic, the use of digital education has become an urgent necessity, as it provides tools that allow for the presentation of educational content in an engaging and motivating manner. The learner can, thru these technologies, watch realistic applications, engage in educational dialogs, and navigate the lessons in a clear sequence, which contributes to solidifying understanding and developing self-learning skills. (Zidan, 2015)

This educational model also highlights the teacher's role as a guide and expert, directing learners and enabling them to use modern knowledge sources. The developments in multimedia have contributed to enhancing learners' abilities to acquire language skills comprehensively, thru educational software that combines listening, reading, grammar, and expression in an engaging interactive environment. Computer technologies enable the training of students on the basic language skills in a simplified gradual manner, using sound, image, and interactive video. (Zinati, 2021) From this perspective, the authorities concerned with teaching the Arabic language have sought to develop educational methods based on digital media, to ensure the delivery of information quickly and accurately, at the lowest cost, with the possibility of monitoring and evaluating performance.

The experiment has shown that digital education contributes to creating a more enjoyable and interactive learning environment, enhancing the learner's motivation, and activating their role in the educational process thru the adoption of modern strategies based on interaction, self-learning, problem-solving, and collaborative work, all within stimulating digital learning environments. Among the most prominent of these trends:

- Skill-based learning: which focuses on developing the four language skills (listening, speaking, reading, writing) in practical ways.
- Blended learning: which combines face-to-face attendance and online learning.
- Adaptive learning: which takes into account individual differences and provides customized content for each learner according to their level and goals.

Third: Visions and Future Prospects in Teaching Arabic in the Era of Digital Transformation:

Teachers have relied on educational tools in teaching since ancient times due to their significant impact on making the educational process dynamic, valuable, and effective. This is achieved by making lessons attractive, engaging, and easy to understand in the simplest and quickest ways. Additionally, they help in reinforcing many concepts, simplifying information, and facilitating its delivery to learners. (Ben Moussa, 2025)

Educational tools keep pace with everything new in the field of technology, evolving or introducing new tools aimed at facilitating the educational process according to the school activity and teaching method on one hand, and according to the characteristics and inclinations of the learners on the other hand. The names of these tools have varied according to what they offer and the senses they stimulate in acquiring experiences. Among these names are illustrative tools, visual tools, auditory tools, audiovisual tools, assistive tools, educational tools, scientific communication tools, and their latest name: learning technologies (digital learning). (Shahata, 2016)

Requirements for digital transformation in teaching the Arabic language:

It has become essential to keep up with the modern era, the era of communication and information technology, and to benefit from digital transformation technologies in their various media in teaching the Arabic language. Multimedia technology and digital tools are effective instruments in language teaching, as they contribute to creating an encouraging educational environment that makes learning more enjoyable and personalized, and enhances the role of students in the educational process.

To achieve a successful digital transformation in teaching the Arabic language, a number of essential requirements must be met, the most notable of which are: (Dawoodah, 2020)

- 1- Identifying needs: A comprehensive survey of the needs of learners and teachers, as well as the needs of the study, must be conducted to adapt digital learning to real-world requirements and achieve integration between the needs of learners and the community on one hand, and the nature of the issues and study subjects on the other hand.
- 2- Understanding the usual teaching practices: It is essential to comprehend the prevailing traditional educational practices before transitioning to digital learning, as this understanding contributes to designing educational activities that align with the adopted pedagogical methods, whether they are individual, group, or collaborative, and according to the available resources within the classrooms.
- 3- Determining the appropriate model of digital learning: Teachers should choose the most suitable model of digital learning based on the nature and capabilities of the learners, as well as the available technical resources in the school and at home. It is also preferable to choose flexible alternatives that can be developed and adapted to future changes.
- 4- Determining the capabilities of teachers and learners in using technology: Studying the proficiency of both teachers and learners in handling digital learning tools is essential before selecting any digital model. And if it is found that there is a weakness in these capabilities, training programs aimed at developing these skills should be included to ensure the effective use of technology and achieve its educational goals.

The fundamental difference between traditional and digital education is evident in the nature of the interaction between the teacher and the learner; while traditional education relies on direct face-to-face interaction and paper-based materials, digital education provides an interactive learning environment that is not constrained by time and place, supported by modern technologies that enhance learner independence and diversify sources of knowledge.

Challenges of Keeping Up with Digital Transformation in Teaching Arabic:

Globalization and the information revolution have reshaped the concept of change culture and pushed toward enhancing the concepts of adaptation to global cognitive transformations. In light of these changes, there is a need to preserve Arab cultural privacy thru intellectual communication and constructive cultural dialog. However, the Arabic language faces profound challenges on several levels amidst these transformations, including theorization, education, Arabization, documentation, and employment. These challenges are fundamentally linked to the weak interaction of Arabic-speaking communities with digital innovations and the lack of effective efforts to prepare individuals and institutions to keep pace with the demands of the digital age.

Despite the challenges faced by the Arabic language, it possesses structural and linguistic components that qualify it for active integration into the modern knowledge system, due to its precise

grammatical and morphological system, and its rich lexicon that makes it one of the languages most capable of expressing nuanced and complex meanings. (Al-Dhamour, 2024)

Despite the wide opportunities that digital transformation offers for developing Arabic language education, this field still faces a series of structural, cognitive, and technical challenges that undermine the effectiveness of this transformation and limit learners' benefit from its potential. Perhaps one of the most prominent challenges is the weak presence of the Arabic language in the digital space, as statistics indicate that Arabic content does not exceed 2% of the total content available on the internet, despite Arabic being one of the richest languages in terms of vocabulary and meanings. The number of Arabic speakers is estimated to be around 15% of the world's population (Al-Qroubi, 2023).

This weakness is attributed to several factors, including the limited production of digital content in Arabic, the lack of institutional policies supporting the Arabic content industry, and the absence of integrated digital systems for language processing, such as encoding and computational text analysis systems, which face technical challenges related to the nature of the letters, symbols, and meanings. The researcher Laroussi (2003) confirms that the Arabic alphabet faces technical difficulties in computational representation, which negatively affects the quality of displaying and processing Arabic texts digitally.

Moreover, the Arabic language is still relatively new to the fields of digitization and computerized interaction, which has led to the emergence of morphological and syntactic issues in digital software, as well as the weak representation of the language in artificial intelligence and machine translation systems, compared to other languages like English. The dominance of the English language in the digital and cognitive space, including the needs of the modern era and learners, has exacerbated these issues.

Among the most prominent challenges is what is known as the "lexical gap," where traditional Arabic dictionaries and lexicons suffer from a slow pace in keeping up with modern terms and concepts. In order to bridge this gap, there is a need to develop interactive digital dictionaries capable of indexing Arabic digital content and presenting it in a clear and flexible manner, taking into account the linguistic and contextual characteristics of Arabic, and serving both learners and users alike. (Al-Qarubi, 2023)

Future visions for teaching Arabic digitally:

Future visions for teaching the Arabic language digitally are moving toward integrating modern technologies to enhance learning effectiveness and expand access to learners. Studies indicate that the use of artificial intelligence can contribute to improving the quality of education by personalizing educational content, providing interactive learning tools, and offering accurate assessments of student performance, thereby supporting self-directed learning and alleviating the routine burdens on teachers. (Utilizing Artificial Intelligence in Teaching Arabic Language Skills, 2024)

Therefore, modern approaches are emerging that rely on employing advanced technologies such as artificial intelligence, machine learning, and augmented reality technology to provide dynamic and stimulating educational environments. These tools are considered an important pillar for building interactive and adaptive digital linguistic content that aligns with learners' abilities, emphasizing the importance of developing digital infrastructure and enhancing Arabic electronic content to keep pace with this development (Emirates Center for Strategic Studies and Research, 2008).

The use of virtual reality (VR) and augmented reality (AR) technologies provides rich learning experiences, allowing learners to interact with virtual environments that simulate reality, such as practicing dialog in a virtual market or engaging in a linguistic experience within a three-dimensional classroom, which contributes to deepening understanding and language acquisition in realistic contexts (Abdul Ghaffar, 2023).

By tracing the evolution of Arabic language education from traditional methods to digital ones, several visions and future prospects emerge that could contribute to the development of this vital field:

1. Integration of digital educational systems: The future is expected to witness greater integration between digital tools and formal and informal educational platforms, which will enhance the global spread of Arabic language education. Integration of digital educational systems: The future is expected to witness greater integration between digital tools and formal and informal educational platforms, which will enhance the global spread of Arabic language education.
2. Expansion of artificial intelligence and data analysis: It is likely that artificial intelligence will be employed in designing personalized educational activities that take into account individual differences among learners, and provide immediate feedback to assist in self-development. Expansion in artificial intelligence and data analysis: It is likely that artificial intelligence will be employed in designing customized educational activities that take into account the individual differences among learners and provide immediate feedback to help them in self-development.
3. Improving the quality of digital content: Future efforts will focus on producing high-quality digital content that adheres to educational, cultural, and linguistic standards, thereby enhancing the effectiveness of digital education and increasing learners' engagement with it. Improving the quality of digital content: Future efforts will focus on producing high-quality digital content that adheres to educational, cultural, and linguistic standards, thereby enhancing the effectiveness of digital education and increasing learner engagement.
4. Digital training for teachers: In the future, it is essential to prepare educational staff capable of effectively using digital tools in teaching the Arabic language thru continuous training and professional development. Digital training for teachers: It is essential in the future to prepare educational staff capable of effectively utilizing digital tools in teaching the Arabic language, thru continuous training and professional development.
5. Enhancing accessibility and inclusivity: Future initiatives aim to bridge the digital divide and provide opportunities for learning Arabic to all groups, including those with physical and visual disabilities, or those living in remote areas. Enhancing access and inclusivity: Future initiatives aim to bridge the digital divide and provide opportunities for learning Arabic to all groups, including those with physical and visual disabilities, or those living in remote areas.
6. Adaptive and personalized education: Thanks to technology, flexible and personalized learning pathways can be designed for each learner, based on their level, needs, and goals, increasing the effectiveness of the educational process. Adaptive and personalized education: Thanks to technology, flexible and personalized educational pathways can be designed for each learner, based on their level, needs, and goals, which increases the effectiveness of the educational process.

In light of these visions and challenges, it becomes essential to strengthen partnerships between educational institutions and technology centers to develop integrated digital educational platforms that

effectively support Arabic language education and meet individuals' needs in a renewed knowledge environment. This contributes to preserving the Arabic linguistic identity within the global digital space. Thus, the future of Arabic language education is heading toward more modernity and technology, with the need for a conscious balance between the authenticity of the language and its teaching methods, and updating strategies to align with the developments of the era and the needs of learners.

Fourth: Future Recommendations for Digitally Developing Arabic Language Education

Based on the previous challenges and visions, a number of future recommendations emerge that can contribute to the development of Arabic language education in the digital environment and achieve effective integration between language and technology. Among the most prominent of these recommendations are:

1. Developing a supportive digital infrastructure: Advancing the digital teaching of the Arabic language requires a strong technological infrastructure, including high-speed internet, modern devices, and updated educational software, ensuring access for all groups and educational environments. Developing supportive digital infrastructure: Advancing Arabic language education digitally requires a strong technological infrastructure, including high-speed internet, modern devices, and updated educational software, ensuring access for all groups and educational environments.
2. Producing high-quality Arabic digital content: Encouraging educational and cultural institutions to invest in producing digital educational resources in Arabic, taking into account individual differences among learners, and varying between interactive texts, videos, educational games, and smart platforms. Producing high-quality Arabic digital content: Encouraging educational and cultural institutions to invest in creating digital educational resources in Arabic, taking into account individual differences among learners, and varying between interactive texts, videos, educational games, and smart platforms.
3. Integrating artificial intelligence in education: Utilizing the capabilities of artificial intelligence to analyze learners' performance, adapt educational content according to their needs, and develop chatbots and intelligent assistants that speak Arabic to accompany the learner throughout their educational journey. Integrating artificial intelligence in education: leveraging the potential of AI to analyze learners' performance, adapting educational content according to their needs, in addition to developing chatbots and intelligent assistants that speak Arabic to accompany the learner throughout their educational journey.
4. Preparing teachers for digital education: The necessity of preparing and training teachers to use digital tools and modern educational platforms thru continuous professional development programs that focus on technical skills and digital pedagogy. Training teachers for digital education: The necessity of preparing and training teachers to use digital tools and modern educational platforms thru continuous professional development programs that focus on technical skills and digital pedagogy.
5. Developing electronic dictionaries and interactive linguistic applications: Bridging the lexical gap by designing interactive electronic dictionaries based on artificial intelligence, adapting to modern terms and diverse contexts, along with supporting applications that help learners practice the

language daily. Developing electronic dictionaries and interactive linguistic applications: Bridging the lexical gap by designing interactive electronic dictionaries based on artificial intelligence, adapting to modern terms and diverse contexts, along with supporting applications that help learners practice the language daily.

6. Enhancing scientific research in the field of digital Arabic education: Encouraging academic studies that explore best practices and techniques in Arabic education, while supporting collaboration between Arab and international universities and research centers to exchange expertise. Enhancing scientific research in the field of digital Arabic language education: Encouraging academic studies that explore best practices and techniques in the field of Arabic language education, while supporting collaboration between Arab and international universities and research centers to exchange expertise.
7. Protecting linguistic and cultural identity: The necessity of balancing openness to digital means while preserving the cultural and linguistic uniqueness of Arabic, thru content that reflects Arab values and contributes to reinforcing identity and belonging. Protecting linguistic and cultural identity: The necessity of balancing openness to digital means while preserving the cultural and linguistic privacy of Arabic thru content that reflects Arab values and contributes to reinforcing identity and belonging.

In light of the above, it is clear that traditional education and digital education represent two different modes in terms of methods and approaches, but they can be viewed as complementary rather than contradictory. The combination of the advantages of traditional education, such as direct interaction between the teacher and the learner, and the advantages of digital education, such as easy access to content and the diversity of its sources, enhances the effectiveness of the educational process. This is particularly evident in the field of teaching Arabic, where it is necessary to provide an inspiring and integrated educational environment that supports the four skills: listening, speaking, reading, and writing, thru modern technological means while maintaining the human aspect of interaction.

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