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Transforming Maharah al-Kalam Learning in the Digital Era: A Theoretical Perspective on Modern Pedagogy

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Abstract

The rapid development of digital technology has transformed foreign language learning, including Arabic speaking instruction (Maharah al-Kalam). This study aims to examine the digital transformation of Maharah al-Kalam learning through a theoretical review of modern pedagogical approaches. The study explores how digital technologies, multimedia platforms, mobile learning, and learner-centered pedagogies contribute to the development of Arabic speaking skills and communicative competence. This research employed a qualitative theoretical literature review design by analyzing scholarly publications related to Arabic language learning, digital pedagogy, Computer-Assisted Language Learning, Mobile-Assisted Language Learning, communicative language teaching, and technology-enhanced instruction. The data were collected through systematic literature searching and analyzed using qualitative content analysis and thematic analysis. The findings reveal that digital technologies significantly improve learner engagement, speaking practice opportunities, interaction, motivation, and learner autonomy. Tools such as animation applications, digital storytelling, social media platforms, artificial intelligence systems, and blended learning environments create more communicative and interactive Arabic speaking instruction. Modern pedagogical approaches, particularly communicative and constructivist models, further support the development of authentic speaking competence by promoting collaboration, active participation, and meaningful language use. However, several challenges remain, including limited technological infrastructure, insufficient teacher digital competence, vocabulary limitations, and unequal access to digital resources. The study concludes that the integration of digital technology and modern pedagogy offers transformative potential for Maharah al-Kalam learning when supported by appropriate instructional design, teacher preparedness, and communicative learning objectives.

Keywords: Maharah al-Kalam, Arabic Speaking Skills, Digital Pedagogy, Communicative Language Teaching, Mobile-Assisted Language Learning, Digital Transformation, Arabic Language Education

Abstrak

Perkembangan pesat teknologi digital telah mentransformasi pembelajaran bahasa asing, termasuk pembelajaran keterampilan berbicara bahasa Arab (Maharah al-Kalam). Penelitian ini bertujuan untuk mengkaji transformasi digital pembelajaran Maharah al-Kalam melalui tinjauan teoritis terhadap pendekatan pedagogi modern. Studi ini mengeksplorasi bagaimana teknologi digital, platform multimedia, pembelajaran mobile, dan pedagogi yang berpusat pada peserta didik berkontribusi terhadap pengembangan keterampilan berbicara bahasa Arab dan kompetensi komunikatif. Penelitian ini menggunakan desain kajian literatur teoritis kualitatif dengan menganalisis berbagai publikasi ilmiah terkait pembelajaran bahasa Arab, pedagogi digital, Computer-Assisted Language Learning, Mobile-Assisted Language Learning, communicative language teaching, dan pembelajaran berbasis teknologi. Data dikumpulkan melalui penelusuran literatur secara sistematis dan dianalisis menggunakan analisis

isi kualitatif serta analisis tematik. Hasil penelitian menunjukkan bahwa teknologi digital secara signifikan meningkatkan keterlibatan peserta didik, kesempatan praktik berbicara, interaksi, motivasi, dan otonomi belajar. Berbagai alat seperti aplikasi animasi, digital storytelling, platform media sosial, sistem kecerdasan buatan, dan lingkungan blended learning menciptakan pembelajaran berbicara bahasa Arab yang lebih komunikatif dan interaktif. Pendekatan pedagogi modern, khususnya model komunikatif dan konstruktivis, turut mendukung pengembangan kompetensi berbicara autentik melalui kolaborasi, partisipasi aktif, dan penggunaan bahasa yang bermakna. Namun demikian, masih terdapat berbagai tantangan, termasuk keterbatasan infrastruktur teknologi, rendahnya kompetensi digital guru, keterbatasan kosakata, dan ketimpangan akses terhadap sumber daya digital. Penelitian ini menyimpulkan bahwa integrasi teknologi digital dan pedagogi modern memiliki potensi transformatif bagi pembelajaran *Maharah al-Kalam* apabila didukung oleh desain pembelajaran yang tepat, kesiapan guru, dan tujuan pembelajaran komunikatif.

Kata Kunci: *Maharah al-Kalam*, Keterampilan Berbicara Bahasa Arab, Pedagogi Digital, Communicative Language Teaching, Mobile-Assisted Language Learning, Transformasi Digital, Pendidikan Bahasa Arab



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INTRODUCTION

The rapid advancement of digital technology has significantly transformed educational practices, including foreign language learning. The emergence of Computer-Assisted Language Learning (CALL) in the early 1980s initiated the integration of technology into language education, which later developed into Web-Based Language Learning (WBLL), Mobile-Assisted Language Learning (MALL), and Computer-Mediated Communication (CMC) (Abbasi, 2022, 2023). Research consistently indicates that technology-enhanced language learning environments contribute positively to learner achievement, engagement, and communicative interaction compared to conventional instructional settings (Abbasi, 2022; Talpur et al., 2021). The COVID-19 pandemic further accelerated this transformation by forcing educational institutions worldwide to adopt online and virtual learning platforms such as Google Meet, Zoom, and WhatsApp to sustain language instruction (AZIZ, 2023; Larsari, 2024). Consequently, digital technology has become an integral element of modern language pedagogy rather than merely a supplementary instructional tool (Miolo, Mamonto, et al., 2025).

In Arabic language education, *Maharah al-Kalam* (speaking skills) occupies a central position because speaking competence represents the primary indicator of communicative language mastery. *Maharah al-Kalam* refers to the ability to express ideas, thoughts, and feelings orally using proper pronunciation, vocabulary, and grammatical structures (AZIZ, 2023; Talpur et al., 2021). Within the framework of Arabic language skills, speaking is categorized as a productive skill closely connected to listening, reading, and writing competencies (Crum & Özçelik, 2024; Zhang & Dong, 2024). The communicative approach in language learning emphasizes that successful learners are not only capable of

understanding grammar but are also able to use language effectively in authentic communicative situations (Abbasi, 2023; Mammunah et al., 2021). Therefore, the development of *Maharah al-Kalam* has become one of the primary objectives of Arabic language instruction.

Despite its importance, traditional *Maharah al-Kalam* instruction continues to face numerous challenges. Many instructional practices still emphasize memorization of vocabulary and grammar rather than communicative interaction, causing students to become passive learners with limited speaking confidence (Chen, 2024; Mirza et al., 2023). Insufficient vocabulary mastery, lack of supportive language environments (*bi'ah lughawiyah*), limited classroom interaction, and teacher-centered instructional models further hinder speaking skill development (Epepe, 2022; Ulum & Hadawiah, 2022). In many contexts, Arabic learning remains heavily focused on reading and writing competencies, resulting in learners who understand written texts but struggle to communicate orally (Larsari, 2024). These conditions demonstrate the need for more innovative and communicative approaches to Arabic speaking instruction.

To address these challenges, educators have increasingly integrated digital technologies into *Maharah al-Kalam* learning. Multimedia applications, mobile learning platforms, social media, and digital storytelling have demonstrated positive impacts on learner engagement and speaking performance (Amrullah et al., 2024; Kurnia et al., 2023). Applications such as Plotagon, WhatsApp, Instagram, and YouTube create interactive speaking environments that encourage learners to practice Arabic more actively and confidently (Sa'diyah & Alfian, 2021; Syah et al., 2023). In addition, emerging technologies such as artificial intelligence and virtual learning systems provide opportunities for personalized learning, autonomous speaking practice, and immediate feedback (Kristiawan et al., 2024; Vančová, 2023). These developments indicate that digital pedagogy has the potential to transform Arabic speaking instruction into a more communicative, flexible, and learner-centered process (Miolo, Damhuri, et al., 2025).

Modern pedagogical approaches also play an important role in supporting digital *Maharah al-Kalam* learning. Communicative Language Teaching (CLT), constructivist learning, collaborative learning, and blended learning emphasize authentic communication, active learner participation, and social interaction as the foundation of language (Almelhes & Alsaiari, 2024; Shalaby & Badr, 2024). Through these approaches, learners are encouraged to construct linguistic knowledge through meaningful communicative experiences rather than passive memorization. The integration of digital technology with learner-centered pedagogy therefore creates opportunities for more effective Arabic speaking instruction that promotes communicative competence, learner autonomy, and active engagement.

However, research on the integration of digital pedagogy and *Maharah al-Kalam* learning remains limited. Existing studies are often small-scale, context-specific, and fragmented, particularly within Islamic educational institutions in Indonesia (Amrullah et al., 2024; Syah et al., 2023). Comprehensive theoretical discussions connecting digital transformation, communicative pedagogy, and Arabic speaking instruction are still

insufficient. Furthermore, challenges related to teacher digital competence, technological infrastructure, and culturally appropriate instructional design continue to hinder implementation (Ibrahim et al., 2024; Mansor & Baharudin, 2023). These conditions reveal a significant research gap regarding how digital technology and modern pedagogy can be systematically integrated into *Maharah al-Kalam* learning.

Based on these considerations, this study aims to examine the digital transformation of *Maharah al-Kalam* learning through a theoretical review of modern pedagogical approaches. This study specifically explores the role of digital technology, multimedia learning, mobile-assisted language learning, and communicative pedagogy in enhancing Arabic speaking competence. The study also seeks to contribute theoretically by synthesizing concepts of digital pedagogy and Arabic speaking instruction into a comprehensive conceptual framework relevant to contemporary Arabic language education.

METHODS

This study employed a qualitative theoretical literature review design to examine the digital transformation of *Maharah al-Kalam* learning through modern pedagogical approaches. Theoretical literature review was selected because the study does not aim to test an intervention empirically, but rather to identify, analyze, and synthesize conceptual perspectives, research findings, and pedagogical models related to technology-enhanced Arabic speaking instruction. In educational technology and language learning research, literature review methodology is commonly used to examine how theories are adopted, applied, and integrated into research designs, particularly in studies concerning digital learning, mobile-assisted learning, and technology-mediated communication (Chuah & Kabilan, 2022; Mustaffa & Sailin, 2022; Perez et al., 2023).

The design of this study is grounded in the assumption that the transformation of *Maharah al-Kalam* cannot be understood merely as the adoption of digital tools, but must also be analyzed through relevant pedagogical and linguistic theories. Therefore, this study integrates perspectives from educational technology, second language acquisition, communicative language teaching, constructivist pedagogy, and sociocultural theory. Previous studies have shown that technology-enhanced language learning research frequently draws on technology acceptance theories, constructivist learning theories, situated learning, sociocultural theory, collaborative learning, the Interaction Hypothesis, and Cognitive Load Theory (Chuah & Kabilan, 2022; Mohsen et al., 2023; Perez et al., 2023; Saylan et al., 2023; Wang & Devitt, 2022). These theoretical orientations are relevant for explaining how digital environments support interaction, learner autonomy, cognitive engagement, and communicative competence in Arabic speaking instruction.

The data in this study were obtained from secondary academic sources, including journal articles, books, conference proceedings, and scholarly publications related to Arabic language learning, *Maharah al-Kalam*, digital pedagogy, educational technology, and modern language teaching approaches. The literature was selected from reputable academic databases and indexing platforms such as Google Scholar, Scopus-indexed publications, ScienceDirect, ERIC, and SINTA-indexed journals. The selection of sources focused on studies discussing

Computer-Assisted Language Learning (CALL), Web-Based Language Learning (WBLL), Mobile-Assisted Language Learning (MALL), Computer-Mediated Communication (CMC), artificial intelligence in language learning, multimedia-based learning, and social media-supported language instruction.

The inclusion criteria were determined based on thematic relevance, theoretical contribution, methodological clarity, and direct connection to speaking skill development or technology-enhanced language education. Literature discussing Arabic speaking skills, communicative competence, bi'ah lughawiyah, digital storytelling, animation-based learning, WhatsApp-assisted learning, Instagram-based Arabic learning, and online Arabic language programs was prioritized. Sources that only discussed digital technology in general without clear relevance to language learning or pedagogical transformation were excluded. This selection process was intended to ensure that the reviewed literature directly supported the conceptual development of digital *Maharah al-Kalam* pedagogy.

Data collection was conducted through documentation and structured literature searching. The process began by identifying key terms related to the research focus, including “*Maharah al-Kalam*,” “Arabic speaking skills,” “digital Arabic learning,” “digital pedagogy,” “Computer-Assisted Language Learning,” “Mobile-Assisted Language Learning,” “modern pedagogy,” “communicative language teaching,” “student-centered learning,” “digital storytelling,” “multimedia learning,” and “technology-enhanced language learning.” These keywords were used individually and in combination to locate relevant studies.

After the initial search, the collected literature was screened by reading titles, abstracts, keywords, and, when necessary, full texts. Studies that met the inclusion criteria were categorized according to major themes, namely the concept and significance of *Maharah al-Kalam*, challenges in traditional Arabic speaking instruction, digital transformation in language learning, modern pedagogical approaches, integration of digital technology and pedagogy, and challenges and opportunities of digital Arabic speaking learning. This thematic categorization allowed the study to construct a coherent conceptual map of how digital transformation reshapes *Maharah al-Kalam* learning.

The data collection procedure also considered the theoretical grounding of each source. This was important because previous reviews have found that many studies in educational technology and language learning mention theoretical frameworks only superficially or fail to integrate them rigorously into analysis (Chuah & Kabilan, 2022; Dovrat, 2022; Languageacademy, 2021; Weng et al., 2024). Therefore, this study prioritized literature that offered clear theoretical explanations, pedagogical implications, or empirical findings relevant to Arabic speaking instruction.

The data were analyzed using qualitative content analysis and thematic analysis. Qualitative content analysis was used to identify, classify, and interpret key concepts found in the literature. This approach is widely applied in theoretical studies on digital pedagogy and language education because it enables researchers to examine meanings, patterns, and conceptual relationships within textual data (Heine et al., 2020). The analysis followed an interpretive process in which each source was examined to determine its relevance to the

research questions and its contribution to understanding digital transformation in *Mabarab al-Kalam* learning.

Thematic analysis was then used to synthesize recurring patterns across the reviewed studies. Following the general principles of thematic analysis, the data were read repeatedly, coded based on recurring ideas, grouped into broader themes, and interpreted in relation to the study's theoretical framework. This technique is commonly used in studies examining online learning, technology integration, and AI-mediated language education because it helps researchers identify patterns across diverse qualitative sources (Hieu & Thao, 2024; Yusuf et al., 2021; Zuo & Ives, 2023). In this study, the major themes included digital learning environments, learner interaction, speaking anxiety, learner autonomy, teacher readiness, digital literacy, pedagogical innovation, and institutional constraints.

The final stage of analysis involved theoretical synthesis. The findings from the literature were connected to broader pedagogical theories, including constructivism, sociocultural learning, communicative language teaching, and student-centered pedagogy. This synthesis was necessary to avoid treating technology as an isolated instructional tool. Instead, digital technology was analyzed as part of a broader pedagogical ecosystem that includes teachers, learners, learning objectives, instructional strategies, language environments, and institutional support. Through this process, the study developed a theoretical understanding of how digital technology and modern pedagogy can be integrated to support more interactive, communicative, and learner-centered *Mabarab al-Kalam* instruction.

RESULTS AND DISCUSSION

1. The Concept and Importance of *Mabarab al-Kalam* in Arabic Language Learning

Mabarab al-Kalam is a fundamental component of Arabic language learning and is generally understood as the ability to articulate Arabic sounds accurately, apply appropriate grammatical and morphological rules, and express ideas, thoughts, and feelings orally (Kurnia et al., 2023; Syah et al., 2023; Wahyuni et al., 2023). In Arabic language acquisition, speaking skills are widely regarded as one of the most important indicators of learner success because they reflect the learner's ability to use Arabic as a functional medium of communication rather than merely as an object of grammatical study (Ritonga et al., 2024). Therefore, *Mabarab al-Kalam* is not only a linguistic skill but also a communicative competence that requires pronunciation accuracy, vocabulary mastery, grammatical control, fluency, and contextual appropriateness.

The theoretical foundation of *Mabarab al-Kalam* is supported by several learning theories. Bandura's social cognitive theory explains that speaking skills can be developed through observation, modeling, imitation, and reinforcement, particularly when learners are exposed to oral models and are given opportunities to reproduce spoken language. (Ilmiani & Miolo, 2021) Cognitive learning theory emphasizes the mental processes involved in language acquisition, including comprehension, memory, attention, and language

processing.(Fuadah, 2021) Meanwhile, behaviorist theory highlights the importance of habituation, repetition, stimulus-response patterns, and continuous practice in developing oral proficiency (Marlius et al., 2021). In addition, the communicative approach provides a strong pedagogical basis for *Maharah al-Kalam* because it prioritizes functional language use, interaction, and the ability to communicate meaning effectively in real-life contexts (Nuraini et al., 2024).

The primary objective of *Maharah al-Kalam* learning is to enable learners to communicate effectively, accurately, and appropriately in Arabic (Bambang et al., 2023). More specifically, it aims to develop learners' ability to speak with correct pronunciation, grammar, style, and communicative fluency, as well as their capacity to narrate, discuss, argue, and express viewpoints in Arabic (Setiyadi et al., 2023). Within the integrated framework of Arabic language skills, speaking is positioned after listening because oral production generally depends on prior exposure to auditory input and comprehension (Abidah & Febriani, 2022; Asbarin et al., 2022). This sequential relationship shows that *Maharah al-Kalam* cannot be developed in isolation but must be supported by listening, vocabulary acquisition, grammar knowledge, and meaningful interaction.

2. Factors Influencing Arabic Speaking Skill Acquisition

The effectiveness of Arabic speaking skill acquisition is influenced by several interrelated factors, including learning environment, pedagogical strategy, psychological condition, and linguistic competence. Among these factors, the linguistic environment plays a particularly decisive role. An immersive Arabic-speaking environment, especially in Islamic boarding schools where Arabic is used in daily communication, has been shown to correlate strongly with speaking proficiency. Harnika et al. (2024) reported that students in such environments achieved a high level of speaking proficiency, reaching 91.8% (Harnika et al., 2024). This finding confirms that oral proficiency develops more effectively when learners are surrounded by continuous opportunities to listen to and use Arabic in authentic situations.

The activation of a language environment can be supported through various institutional strategies, such as vocabulary boards, Arabic pamphlets, daily conversation requirements, language discipline, and structured oral activities (Marlius et al., 2021; Setiyadi et al., 2023). These strategies help transform Arabic from a classroom subject into a daily communicative medium. However, the effectiveness of such an environment depends on institutional commitment, teacher participation, peer support, and consistent implementation. Without a supportive *bi'ah lughawiyah*, learners often have limited opportunities to practice speaking, which weakens fluency, confidence, and spontaneous oral production.

Pedagogical factors also significantly influence speaking outcomes. Teaching effectiveness, method selection, instructional design, and classroom interaction patterns determine whether learners become active speakers or passive recipients of language knowledge. Student-centered approaches combined with coaching and mentoring have been found to improve Arabic speaking proficiency through spontaneous speaking activities,

drills, guided practice, and video assignments (Yaacob & Bakar, 2018). Game-based learning has also been shown to increase student participation and confidence, while direct methods and communicative approaches shape language acquisition by encouraging learners to use Arabic directly in meaningful contexts (Bambang et al., 2023; Hasibuan et al., 2024; Ritonga et al., 2024). More recently, AI-based adaptive learning models have provided personalized feedback that supports speaking development and individualized learning pathways (Syaikhudin & Laili, 2024).

Psychological and affective factors are equally important. Learners' self-efficacy, motivation, confidence, and anxiety strongly affect their willingness to speak Arabic. Teaching models based on Bandura's self-efficacy theory, which include mastery experiences, vicarious learning, and verbal persuasion, can strengthen learners' confidence in speaking Arabic (Andrian & Yul, 2023; Fitrah et al., 2023; Mubarak et al., 2020). Conversely, speaking anxiety caused by fear of grammatical mistakes, limited vocabulary, and negative evaluation can reduce oral performance (Baharudin & Anuar, 2023). In this regard, learning environments that are supportive, humorous, and non-threatening may help reduce anxiety and encourage students to participate more actively in speaking activities.

Vocabulary and linguistic knowledge remain essential foundations of speaking proficiency. Insufficient vocabulary is repeatedly identified as one of the most significant barriers to Arabic speaking skill development (Baharuddin et al., 2023; Syah et al., 2023; Yaacob & Bakar, 2018). Learners who lack topic-relevant vocabulary tend to hesitate, produce short utterances, or avoid speaking altogether. In addition to vocabulary, grammar knowledge and pronunciation accuracy also mediate oral effectiveness because learners must be able to organize sentences correctly and pronounce Arabic sounds clearly (ALAMOUSH, 2022; Hasibuan et al., 2024). Thus, effective *Maharah al-Kalam* instruction must balance communicative fluency with linguistic accuracy.

3. Digital Transformation in Language Learning and Speaking Instruction

Digital technologies have transformed foreign language learning by expanding the spaces, tools, and modes through which learners practice speaking. Computer-Assisted Language Learning has evolved into increasingly specialized forms, including Computer-Assisted Pronunciation Training, which uses automatic speech recognition and artificial intelligence to support pronunciation learning (Gottardi et al., 2022; Handley, 2024; Rogerson-Revell, 2021). These tools allow learners to practice pronunciation independently and receive immediate corrective feedback, which is often difficult to provide consistently in traditional classrooms (Moxon, 2021; O'Brien et al., 2022; Sidgi & Shaari, 2017).

AI-powered tools, including chatbots, intelligent tutoring systems, and virtual assistants, have also created new opportunities for interactive speaking practice. Such tools can provide personalized learning experiences, simulate dialogue, reduce learner anxiety, and offer repeated opportunities for oral practice (Kızıl et al., 2025; Kristiawan et al., 2024; Vančová, 2023). Mobile-assisted language learning further expands these possibilities by allowing students to practice anytime and anywhere through smartphones and applications (Aufi et al., 2023; Rogerson-Revell, 2021). Immersive technologies such as virtual reality also

support speaking instruction by simulating authentic communicative scenarios in which learners can interact more naturally and contextually (Lysak, 2022; Şişianu & Puşcaşu, 2024).

E-learning, mobile learning, and virtual learning environments have produced significant impacts on speaking development. A meta-analysis by Tseng et al. (2022) found that mobile devices had a significant effect on second language pronunciation learning, with an effect size of $d = .66$ (Tseng et al., 2022). Studies also show that mobile-assisted learning improves pronunciation, fluency, learner engagement, and willingness to communicate (Akkara et al., 2020; Metruk, 2024). WhatsApp-based interaction, for example, has been found to improve fluency, lexical resources, and pronunciation through voice-based communication and peer interaction (Akkara et al., 2020). Similarly, learning management systems, film dubbing, vlogging, and intelligent assistants such as Google Assistant can reduce speaking anxiety and provide accessible speaking practice (Dizon, 2017).

Nevertheless, digital technologies do not automatically guarantee effective speaking instruction. Challenges remain regarding the reliability of automatic speech recognition for non-native speech, the pedagogical design of mobile courses, and the gap between technological affordances and instructional integration (Sutomo, 2024). Therefore, technology should not replace teachers but should function as a complementary tool that supports individualized practice, feedback, and extended learning opportunities (Rogerson-Revell, 2021).

4. Modern Pedagogical Approaches in *Maharah al-Kalam* Learning

Modern pedagogical approaches provide an important foundation for transforming *Maharah al-Kalam* learning from teacher-centered instruction into learner-centered communication. Communicative Language Teaching emphasizes real-life conversation, negotiation of meaning, and practical language use, enabling learners to develop communicative competence through authentic interaction (Almelhes & Alsaiani, 2024). This approach is highly relevant to Arabic speaking instruction because it encourages learners to use Arabic directly in meaningful contexts rather than merely memorizing linguistic forms (Aprianto & Zaini, 2019).

Constructivist pedagogy complements the communicative approach by positioning learners as active constructors of knowledge. Constructivist learning activities have been shown to improve speaking fluency, pronunciation, vocabulary, and grammar through collaborative practice, peer feedback, and active engagement (Shalaby & Badr, 2024). These activities are effective because they allow learners to build linguistic knowledge through social interaction and real-world use rather than passive reception. The integration of CLT and constructivism creates dynamic speaking environments where students participate actively, negotiate meaning, and gradually develop confidence and communicative competence (Szabó & Csépes, 2023).

Several learner-centered models have been identified as effective for Arabic speaking instruction. The 3Cs framework, which combines Communicative Language Teaching, collaborative learning, and social constructivist theory, has been proposed for Arabic as a second language because it promotes active student involvement and real-world

communicative applications (Almelhes, 2024). Online Arabic speaking and listening courses that integrate Bloom's taxonomy with the Technology Integration Matrix have also generated positive learner attitudes (Mohammed, 2022). Similarly, LMS-based platforms such as arabi.id have produced statistically significant improvements in speaking proficiency among non-native Arabic learners (Ismail et al., 2023). These findings indicate that learner-centered pedagogy becomes more effective when supported by structured digital learning design.

5. Integration of Digital Technology and Modern Pedagogy in *Maharah al-Kalam* Learning

The integration of digital technology and modern pedagogy offers a promising pathway for enhancing *Maharah al-Kalam* learning outcomes. Digital tools such as Book Creator, Plotagon animation, and digital storytelling have demonstrated positive impacts on speaking skill development by creating more interactive, creative, and communicative learning experiences (Wachidah, 2023). Plotagon-based animated videos, for instance, encourage students to create dialogues and practice speaking with peers in a more engaging environment {Formatting Citation}. Digital storytelling combines speaking, writing, presentation, and technological skills, thereby increasing motivation, creativity, and self-confidence (Syah et al., 2023).

Social media platforms also function as accessible learning spaces for *Maharah al-Kalam*. YouTube has been used as an evaluation medium, with 95.8% of students reporting increased Arabic speaking practice (Dinata et al., 2021). Instagram supports speaking learning through dialogue features, video calls, short videos, and interactive content (Sujefri & Habibah, 2023). Vlogging provides flexible speaking practice and simultaneously develops students' digital literacy (Mubarak et al., 2020). These platforms extend speaking practice beyond the classroom and provide learners with authentic audiences, multimodal expression, and repeated opportunities for oral production.

Gamification, multimedia tools, and blended learning further strengthen learner interaction and speaking performance. Gamification increases motivation and participation through points, badges, leaderboards, role-playing, challenges, and real-time feedback (Huseinović, 2023). Ndayishimiye et al. (2024) found a 38.96-point mean increase in speaking scores after gamified interventions (Ndayishimiye et al., 2024). Multimedia tools such as videos, audio, animation, and interactive content provide rich language input and contextualized learning experiences, although excessive use may cause cognitive overload and distraction (Tabasi et al., 2024). Blended learning combines face-to-face interaction with digital resources, offering flexibility, personalization, and extended learning opportunities (Palioura & Dimoulas, 2022). When these elements are integrated into a communicative pedagogical framework, speaking practice becomes more frequent, meaningful, and motivating.

6. Challenges and Opportunities of Digital *Maharah al-Kalam* Learning

Despite its potential, digital-based Arabic speaking instruction faces several challenges. Teachers often lack sufficient technological skills and confidence to integrate digital tools effectively into Arabic learning (Al-Abdulaziz & Darwesh, 2023; Alanazi, 2023).

Limited access to devices, unstable internet connections, inadequate infrastructure, and scarcity of interactive Arabic digital materials further hinder implementation (AlOkaily, 2021). Students also face anxiety, lack of confidence, limited vocabulary, and difficulties with Arabic grammar and pronunciation in digital speaking activities (Eppard et al., 2021; Mizel, 2020; **2023**, **ضاهر**). These barriers show that successful digital transformation requires not only technology but also teacher training, institutional support, and appropriate instructional design.

At the same time, digital transformation provides significant opportunities for innovation and accessibility in *Maharah al-Kalam* learning. Digital tools can make Arabic learning more interactive, flexible, and learner-centered. Applications such as Plotagon, digital storytelling platforms, Instagram, YouTube, and LMS-based systems enable students to practice speaking beyond classroom limitations and develop autonomy, creativity, and confidence (Sujefri & Habibah, 2023). These technologies democratize access to speaking practice, especially for learners who have limited opportunities to interact in Arabic-speaking environments. Therefore, the most effective model of digital *Maharah al-Kalam* learning is not a purely technological model, but an integrated pedagogical model that combines communicative instruction, learner-centered strategies, digital media, institutional readiness, and continuous speaking practice.

DISCUSSION

Digital transformation in *Maharah al-Kalam* learning should not be understood merely as the transfer of Arabic speaking instruction from physical classrooms to digital platforms. Rather, it represents a deeper pedagogical shift in how Arabic speaking skills are conceptualized, taught, practiced, and assessed. The findings indicate that digital pedagogy transforms traditional teacher-centered instruction into a more learner-centered, interactive, and flexible model. In conventional Arabic classrooms, teachers often function as the dominant source of knowledge, while students tend to become passive recipients of vocabulary, grammar, and pronunciation models. Digital pedagogy changes this relationship by positioning teachers as facilitators, designers, curators, and coordinators of learning experiences (Alzubi, 2023; Ibrahim et al., 2024). Teachers are no longer limited to delivering content, but are expected to design digital tasks, select appropriate learning platforms, guide collaborative activities, and support students' independent speaking practice.

This shift also changes the role of students in *Maharah al-Kalam* learning. Digital platforms allow learners to become active participants who access authentic materials, produce oral content, collaborate with peers, and manage their own learning progress (Alzubi, 2023; Ibrahim et al., 2024). In this context, students are not merely asked to repeat expressions provided by the teacher, but are encouraged to create videos, participate in online discussions, record voice notes, engage in digital storytelling, and practice Arabic in flexible learning environments. This transformation is consistent with modern pedagogical principles that emphasize learner autonomy, active participation, and meaningful communication. However, the effectiveness of this shift depends heavily on students' digital literacy, linguistic readiness, and access to technological resources.

Modern pedagogical approaches such as Communicative Language Teaching, constructivist learning, collaborative learning, flipped learning, and blended learning provide strong theoretical support for digital *Maharah al-Kalam* instruction. These approaches emphasize meaningful interaction, negotiation of meaning, learner engagement, and authentic language use. Digital tools can strengthen communicative competence when they provide opportunities for real oral interaction and contextualized practice. For example, digital storytelling enhances phonological, grammatical, and lexical competence through meaningful communication and multimodal expression (Al-Amri, 2022). Social networking sites also support autonomy and linguistic proficiency by enabling learners to use the target language in authentic digital spaces (Ghazali, 2020). Therefore, digital platforms become pedagogically valuable when they are used not only as media for content delivery, but also as spaces for interaction, production, reflection, and feedback.

The discussion also confirms that learner autonomy is one of the most important outcomes of digital transformation in Arabic speaking instruction. Blended and flipped learning models enable students to access materials before class, practice independently, and use face-to-face sessions for more intensive speaking activities (Eppard et al., 2021; Makinde et al., 2024). This model supports self-paced learning while preserving the social interaction necessary for speaking skill development. In *Maharah al-Kalam*, autonomy is particularly important because oral proficiency requires frequent practice beyond limited classroom time. Digital tools such as voice recording, video assignments, learning management systems, and AI-based applications can extend speaking practice outside formal lessons and provide learners with repeated opportunities to improve pronunciation, fluency, and confidence.

Nevertheless, technology alone cannot guarantee communicative competence. Several studies emphasize that teachers frequently lack adequate technological competence to implement digital pedagogy effectively (Mansor & Baharudin, 2023; Mufidah et al., 2019; Souheyla & Benmansour, 2022). This limitation is especially important in Arabic language education because many institutions still rely on traditional teaching models and have limited access to infrastructure. Cultural and linguistic factors must also be considered because educational technologies developed in Western contexts may not fully suit Arabic learners' linguistic needs, cultural background, or institutional realities (Eppard et al., 2021). Therefore, digital transformation requires culturally relevant pedagogy, professional development, institutional support, and careful adaptation of digital tools to Arabic learning contexts.

Theoretically, the integration of digital technology into *Maharah al-Kalam* learning reframes Arabic speaking instruction from a transmission-based model into a communicative and constructivist model. The communicative approach, which prioritizes oral expression and functional language use, aligns naturally with digital platforms that enable interaction, collaboration, and authentic practice (Rufaiqoh et al., 2024). Digital storytelling illustrates this theoretical integration because it combines speaking, writing, presentation, creativity, and technological literacy in one communicative activity (Syah et al., 2023). Similarly, AI-driven platforms such as “*Dalil Al-Arabiya*” shift the learner-teacher relationship by placing

students at the center of learning and positioning teachers as guides and designers of digital experiences (Abdulvahitoğlu, 2025). These developments suggest that future Arabic speaking pedagogy must integrate linguistic, technological, and pedagogical theories rather than treating them separately.

Practically, digital technologies offer concrete solutions to persistent problems in *Mabarab al-Kalam* learning, especially limited practice opportunities, low learner motivation, and passive classroom participation. Tools such as Plotagon animation, digital comics, digital storytelling, YouTube, Instagram, and learning management systems can make Arabic speaking practice more interactive and engaging. Research shows that students using Plotagon achieved better speaking outcomes and higher engagement than those using digital comics (Amrullah et al., 2024). Animation-based learning also makes classroom interaction more communicative and encourages students to speak with peers more actively (Kurnia et al., 2023). These findings indicate that digital tools can increase student participation when they are aligned with communicative objectives.

However, several practical challenges remain unresolved. Many Arabic teachers still demonstrate limited ability to use online media for speaking instruction (Wahyuni et al., 2023). While teacher technological competence remains moderate in various contexts (Mansor & Baharudin, 2023). Students' limited vocabulary also continues to hinder digital speaking activities, as seen in digital storytelling projects where learners struggled to prepare Arabic scripts due to insufficient lexical knowledge (Syah et al., 2023). In Islamic boarding school contexts, restricted access to devices may also limit students' ability to produce digital speaking projects, edit videos, or participate in online practice (Syah et al., 2023). These challenges show that digital pedagogy must be supported by vocabulary development, teacher training, infrastructure readiness, and realistic institutional policies.

The concept of *bi'ah lughawiyah* remains central in this discussion. Digital platforms can extend the Arabic language environment beyond the classroom by providing online spaces for speaking practice, vocabulary exposure, and peer interaction (Mamnunah et al., 2021; Setiyadi et al., 2023). However, a digital language environment must be intentionally designed. Without clear pedagogical guidance, social media and digital platforms may become sources of distraction rather than meaningful learning. Therefore, digital *bi'ah lughawiyah* should include structured tasks, communicative goals, feedback mechanisms, and assessment criteria.

Future Arabic language education should also reconsider curriculum and assessment. Frameworks such as *Kurikulum Merdeka* provide opportunities for teachers to adapt instruction to students' needs while integrating technology as a learning resource (Az-Zahra & Muhajir, 2023). Assessment must also move beyond written tests toward authentic evaluation of speaking performance. Real-time speaking tasks, digital portfolios, oral projects, video submissions, and continuous assessment can better capture students' progress in *Mabarab al-Kalam* (Hosna et al., 2023; Umam et al., 2023). In the future, generative AI, adaptive learning systems, and virtual reality may further expand personalized Arabic speaking practice (Abdulvahitoğlu, 2025; ELHAOURI et al., 2025). However, these

technologies should complement, not replace, human interaction because communicative competence ultimately develops through meaningful social use of language.

Overall, the integration of digital technology into *Maharah al-Kalam* learning has strong transformative potential. It can enhance engagement, autonomy, accessibility, and communicative practice while reshaping the roles of teachers and students. Yet, this transformation requires more than technological adoption. It demands pedagogical redesign, teacher professional development, culturally appropriate digital resources, institutional support, and alignment between technology and communicative learning objectives. Thus, the future of *Maharah al-Kalam* learning lies in an integrated model that combines digital innovation with sound pedagogical principles and authentic Arabic communication.

CONCLUSION

The digital transformation of *Maharah al-Kalam* learning has significantly reshaped Arabic language education by integrating modern pedagogical approaches with technology-enhanced learning environments. This study demonstrates that digital tools such as multimedia platforms, mobile learning applications, animation-based media, social networking platforms, and artificial intelligence technologies contribute positively to Arabic speaking skill development by increasing learner engagement, communicative interaction, flexibility, and learner autonomy. The findings also indicate that modern pedagogical approaches, particularly Communicative Language Teaching, constructivist learning, blended learning, and learner-centered instruction, provide an effective theoretical foundation for digital *Maharah al-Kalam* learning. Through these approaches, learners are encouraged to participate actively, collaborate with peers, and practice Arabic communication in authentic and meaningful contexts. Nevertheless, the transformation process continues to face challenges related to teacher technological competence, digital literacy, infrastructure limitations, limited vocabulary mastery, and the lack of systematic pedagogical integration. This study contributes theoretically by synthesizing digital pedagogy and Arabic speaking instruction within a comprehensive conceptual framework that emphasizes communicative competence, learner autonomy, and technology-supported interaction. Practically, the study highlights the importance of designing culturally relevant, pedagogically grounded, and technologically adaptive Arabic speaking instruction. Future research is recommended to focus on empirical investigations of AI-based Arabic speaking platforms, virtual learning environments, and long-term implementation of digital pedagogy in diverse Arabic educational contexts.

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