



## Original Article (Qualitative)

# Identifying the effective factors to improve the level of Arabic language

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**Abstract**

The aim of this study is to identify effective factors for improving the level of Arabic language lessons (case study: high school students in Kerman city). The research method is applicable in terms of its purpose and qualitative in terms of its implementation method, with a content analysis approach. The statistical population of the study includes 15 managers, teachers, and experts in this field. The sample size was determined using the theoretical sampling method, and the interviews continued until theoretical saturation was achieved. Semi-structured interviews were used to collect information. Content analysis and MAXQDA software were used to analyze the data. The research findings showed that first; the desired codes were extracted using the sub- and main categorization method. Based on the content analysis process, 47 sub-categories and 9 main categories were identified and categorized during the coding stages. The results indicate that the use of innovative, creative and technologically-based methods can affect the level of learning Arabic and improve students' language skills by arousing curiosity, enthusiasm and participation.

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## Extended abstract

### Introduction

In the era of globalization and intercultural communication, Arabic language skills are an advantage that can be effective in the future career and professional life of individuals. By understanding effective teaching methods; challenges ahead; and strategies to improve students' language competence, teachers can improve the quality of Arabic language learning (Fathoni, 2021). By analyzing effective teaching methods, schools can optimize the use of existing resources and design programs tailored to the needs and abilities of students. In addition, language improvement strategies can be developed and applied effectively by understanding the challenges that students face. By improving the quality of Arabic learning, students will have better skills in communicating in Arabic, understanding Arabic texts, and accessing and contributing to valuable Arabic knowledge and literature (Nahar et al, 2021).

Research-based education is also an approach to improving students' language skills, which provides students with participation in group work, a deeper understanding of the course material, and the connection of new knowledge content with life inside and outside the school for learners. In research-based learning, an individual, motivated by the need to improve their skills, engages in voluntary practical learning in interaction with others. In other words, research-based education is a measure to ensure the flow of preparation in the transition period in terms of practice (Hamdy et al, 2023). Based on the research-based strategy, the task of the Arabic teacher in the scientific process is not only to transfer information; rather, he must teach the student how to think and how to learn by providing the desired learning situation. In fact, by specifying goals, properly organizing the educational environment, and implementing appropriate teaching methods, learning and acquiring the necessary skills for learners occurs spontaneously. In addition, the integration of technology can be an effective tool for improving language proficiency. The use of mobile applications, online learning platforms, and online resources can give students broader access to educational materials, interactive exercises, and practical activities. Technology can enrich students' learning experiences and encourage them to actively participate (Ulya et al, 2022.)

Based on the above materials and the existence of many challenges in learning Arabic for students, the present study aims to identify effective factors for improving the level of Arabic language lessons for high school students in Kerman. The main research question is: What are the effective factors for improving the level of Arabic language lessons?

### Theoretical Framework

#### Improving the Level of Arabic Language Teaching

In the era of globalization, there are many opportunities and challenges in improving the level of Arabic language in the education process (Shorman et al, 2022). Globalization has opened doors to intercultural interaction and the need to master Arabic as one of the international languages used in various fields, including diplomacy, business, media, and academia. In this context, schools and universities play a pivotal role in meeting these needs and producing graduates with proficiency in Arabic. One of the opportunities in the process of improving the level of Arabic language in higher education is easier access to rich educational resources, such as textbooks, online educational materials, software, and other tools (Mustapa et al, 2022).

Pratama et al, (2024) stated in a study that schools should adapt the content of the curricula to current needs and developments; such as preparing students to communicate in an international language, namely Arabic, especially in the era of the 4.0 industrial revolution. Unfortunately, classical methods are often still used in teaching Arabic in Islamic schools.



The results of this study showed that the use of modern methods and technological tools for teaching Arabic has a significant impact on improving student learning.

Mollaie & Aslam Raiesi (2024) studied the evaluation of Arabic language teaching in higher education based on the Kirkpatrick model in Tehran higher education institutions. The findings of the study showed that the components of evaluating the effectiveness of education, including response, learning, and results, are able to predict the effectiveness of Arabic language teaching in higher education based on the Kirkpatrick model. Based on the findings of the study, Arabic language teaching in Tehran higher education institutions is at a desirable level in terms of response, learning, and results.

### **Research Methodology**

The research method is applicable in terms of its purpose and qualitative in terms of its implementation, with a content analysis approach. The statistical population of the research includes 15 managers, teachers, and experts in this field. The sample size was conducted using the theoretical sampling method and the interviews continued until theoretical saturation was achieved. A semi-structured interview was used to collect information.

### **Research Findings**

Content analysis and MAXQDA software were used to analyze the data. The research findings showed that first; the desired codes were extracted using the sub- and main categorization method. Based on the content analysis process, 47 sub-categories and 9 main categories were identified and categorized during the coding stages. The results indicate that the use of innovative, creative and technologically-based methods can affect the level of learning Arabic and improve students' language skills by arousing curiosity, enthusiasm and participation.

### **Conclusion**

The present study was conducted with the aim of identifying effective factors for improving the level of Arabic language lessons (case study: high school students in Kerman city). The results of this study are consistent with the results of Pratama et al, (2024), Mollaie & Aslam Raiesi (2024), Kavusi & Saliminijad (2023), Hasibuan & Jundi (2023), Leleparry et al, (2023), Kamalia et al, (2022), Fatemidust (2020), and Taghizadeh (2020). Fatemidust (2020) stated that using appropriate planning and design of education, motivation, creating a favorable atmosphere and effective communication, and responding to the special needs of students, using modern technologies, strengthening inference skills, strengthening thinking skills, listening well, reading well, asking questions well, brainstorming, exploratory method, problem-based method, units and games, etc. are related to implementation that is appropriate to the attractiveness of the Arabic lesson.

Suggested ways to promote attractive and active teaching methods from the perspective of this research include:

- 1- Adequate knowledge of teachers about various types of active and attractive methods
- 2- Providing a suitable platform for implementing active methods in terms of opportunities, sufficient facilities, and arranging appropriate programs and situations
- 3- Encouraging and activating teachers to employ and use attractive and active methods
- 4- Providing up-to-date and easy access to relevant materials and resources