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Digital Revolution in the Arabic Language Teaching and Learning

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Digital technology has transformed the education landscape, including Arabic Language teaching, which used to rely on conventional methods such as rote memorisation, writing exercises, and drilling. Moreover, digital approaches enhance the learning experience through the use of multimedia, gamification, and online self-learning methods.

The digital learning approach in teaching the Arabic language offers various benefits. According to Badarudin et al. (2023), the use of digital storytelling and role-plays significantly aids Arabic vocabulary acquisition among students.

Additionally, learning becomes more flexible as learners can access learning materials at any time and from any location. The global multimedia materials also ease learning Arabic sounds, pronunciation, and contexts through various dialects and native speakers' speech available online.

i-Tahaddath is a local app for Arabic language learning, specifically developed for preschool students in Malaysia. This app has been proven to aid learners in building basic Arabic vocabulary and communicating effectively in everyday situations (Hamidin et al., 2024). There are also various apps designed to facilitate Arabic language learning, which are accessible on mobile phones and computers. Among them are applications such as *Duolingo* and *Memrise*. Both of these applications can enhance student engagement in learning and mastering the Arabic language, particularly in terms of vocabulary memorisation, sentence structure, and grammar (Hasan et al., 2025).

However, there are some challenges to these digital approaches. Students from low-income households may not have reliable internet access or devices. Furthermore, international learning apps do not align with the Arabic language syllabus in Malaysia and the local culture. Mohamad Soad (2023) found that teachers' acceptance level towards the use of technology, such as augmented reality, was intermediate, and they require continuous training and support in using technology. These challenges impact students' efforts to be proactive and motivated in self-learning.

To sum up, the acquisition of the Arabic language through digital methodologies has transitioned from being an optional choice to an essential requirement. Hence, educators, students, parents, and policymakers must collaborate to ensure the effective integration of technology in Arabic language education. Through the strategic utilisation of technological tools, the teaching and learning of Arabic can be improved to meet the educational demands of the twenty-first century and evolve concomitantly with other languages in this era of globalisation.
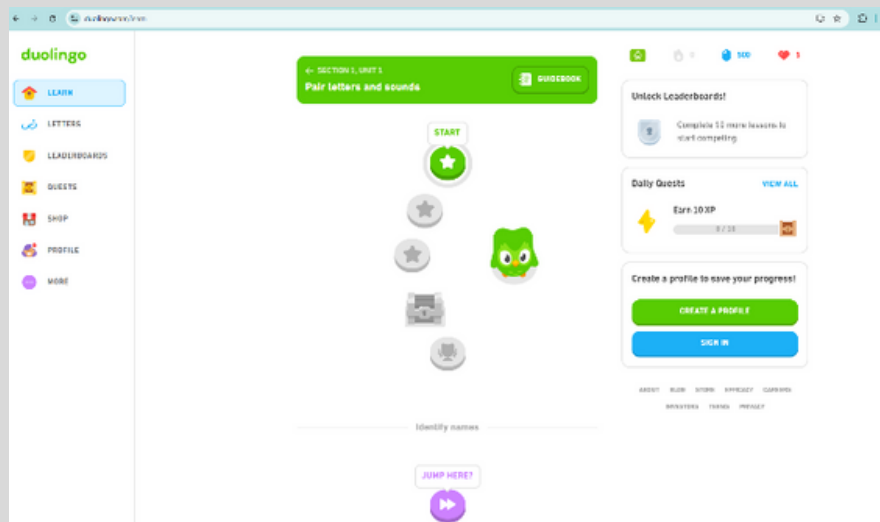
Image 1: Memrise App

Image 2: Duolingo App

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