

The Role of Modern Technology in the Development of Arabic Language Learning for Non-Native Speakers

دور التكنولوجيا الحديثة على تطور تعلم اللغة العربية لدى غير الناطقين بها

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Abstract (المخلص): Arabic language learning has become more accessible and affordable in the age of modern technology through the use of social media and digital platforms. These technologies have significantly accelerated the language learning process in the present era. This study aims to examine the role of modern technological platforms and social media in facilitating Arabic language learning. The research is based on a literature review approach, using various online sources such as e-books, journal articles, PDFs, and other relevant materials collected. The finding reveals that digital platforms, including MOOCs, social media applications, and learning management systems (LMS), enhance learner engagement, improve language skills, and provide flexible learning opportunities. These platforms also support a constructivist approach, a blended learning approach, and a collaborative learning approach, where learners actively acquire knowledge through interactive and self-paced learning, allowing learners to access educational content anytime and anywhere. Thus, it can be determined that modern technology tools play a vital role in making Arabic learning more effective, accessible, and convenient for learners globally.

Index Terms (مصطلحات الفهرس): Arabic Language Learning, Social Media Platforms, LMS, MOOCs, Applications, Virtual Classroom, Language Learning Websites.

INTRODUCTION (المقدمة):

Human civilization has witnessed continuous progress from ancient times to the present, largely driven by advancements in modern technology. These developments have elevated human life to unprecedented levels of comfort, efficiency, and connectivity. Technological innovations have enabled remarkable achievements, such as space exploration and instant global communication, significantly shaping contemporary society. In the present era, technology plays a pivotal role not only in transforming human civilization but also in influencing educational practices, particularly in the domain of language learning (Crystal, 2003).

The integration of technology has brought substantial changes to the methods and ease of learning foreign languages such as Arabic, English, Persian, and Russian. Digital tools, online platforms, and multimedia resources have revolutionized traditional pedagogical approaches, making language learning more interactive, flexible, and accessible (Chapelle, 2001). Learners can now access a wide range of resources, including mobile applications, virtual classrooms, and audio-visual materials, which cater to diverse learning styles and individual needs.

The Arabic language holds a significant position in global linguistic and cultural diversity. It is one of the most widely spoken languages in the world, with more than 400 million speakers worldwide (UNESCO, n.d.). Recognizing its importance, World Arabic

Language Day has been celebrated annually on 18 December since 2012 to promote multilingualism and cultural heritage (UNESCO, 2012). For many non-Arab Muslims, learning Arabic is of particular religious importance, as it is the language of the Holy Qur'an and the teachings of Prophet Muhammad (peace be upon him). Additionally, learners pursue Arabic for academic purposes, political engagement, employment opportunities, and international communication or business (Aladdin, 2013).

As a result, there has been a growing demand for Arabic language education, leading to increased enrollment in certificate and diploma courses. Modern technology has significantly contributed to making Arabic language learning easier, faster, and more accessible than ever before. Through digital platforms, mobile applications, and online courses, non-native learners can study Arabic according to their own pace, preferences, and objectives (Godwin-Jones, 2018). Multimedia tools facilitate vocabulary acquisition, grammar comprehension, sentence construction, and pronunciation through interactive audio-visual content and real-time communication.

Moreover, technological tools enable learners to practice Arabic in their native language environment, thereby reducing linguistic barriers and enhancing comprehension. Continuous engagement with these tools can improve learners' efficiency and proficiency in the language. However, despite the rapid expansion of digital learning platforms and technological resources, the effectiveness of modern technology in enhancing Arabic language proficiency among non-native speaker's remains underexplored.

Therefore, the present study aims to examine the role of modern technology in developing Arabic language learning among non-Arab learners. It seeks to analyze how online platforms, multimedia resources, and digital tools contribute to language acquisition. Furthermore, the study intends to identify both the benefits and limitations associated with the use of technology in Arabic language education, thereby providing insights for improving teaching-learning practices in this field.

LITERATURE REVIEW (استعراض الأدبيات):

Several studies have explored the role of technology in language learning. Found that digital tools and mobile applications significantly improve vocabulary acquisition, grammar understanding, and translation skills (Sara et al. 2024). Similarly, highlighted the importance of multimedia resources and ICT tools in enhancing speaking proficiency through computer-based video conferencing, learning management systems, and mobile learning environments (Chapelle and Sauro 2017). Emphasized that digital media, including films, entertainment videos, and Arabic songs, help learners develop and preserve their heritage language and cultural identity (Abdelhadi, 2022). Modern technological tools in the context of modern education, such as e-books, online courses, educational blogs, Wikipedia, virtual learning and mobile learning platforms enhance accessibility to education (Hossain, 2018). According to Ahmed Ali Badri Ali, reading writing, and listening skills can be developed through the use of ICT in Arabic language learning (Ali, 2019). The Technology Acceptance Model (TAM) and Information and Communication Technology (ICT) help and facilitate e-learning in higher education (Masrom, 2007). The widespread accessibility of low-cost and high-speed social media platforms allows language learners to explore diverse digital tools for learning language (Chanifudin et al., 3024). Audio-based platforms help improve learners' listening and speaking efficiency (Yunis, 2025). Furthermore, a previous study indicates that online social media platforms facilitate Arabic learning (Bushaala et al., 2020). Similarly, many applications on smartphones and computers offer learners' understanding of vocabulary and root words (Syafaati et al., 2025).

Previous research also indicates that online learning provides flexibility and accessibility, allowing learners to access high-quality education regardless of geographical location. Digital platforms promote self-paced learning and increase learner engagement through interactive tools such as videos, virtual classrooms, and online discussion forums. Applications such as digital dictionaries and translation tools further support vocabulary development and pronunciation practice.

However, despite these advantages, several limitations remain. Many teachers lack adequate training in technology integration, and technical challenges often reduce classroom interaction. Therefore, it is very important to critically examine the actual role and effectiveness in enhancing Arabic language proficiency among non-native learners.

RESEARCH OBJECTIVES (أهداف البحث):

- O1: To critically explore the role of modern technology in Arabic language learning among non-native speakers.
- O2: To examine the contribution of multimedia resources and ICT tools to the development of Arabic language proficiency.
- O3: To explore the benefits and limitations of technology integration in Arabic language education.
- O4: To identify how modern technology enhances pronunciation, vocabulary, grammar, sentence structure, communicative competence, and overall Arabic language acquisition.

RESEARCH QUESTIONS (أسئلة البحث):

- RQ1: What is the role of modern technology in facilitating Arabic language learning among non-native speakers?
- RQ2: How do multimedia resources and ICT tools contribute to the development of Arabic language proficiency?
- RQ3: What are the major benefits and limitations of integrating technology in Arabic language education?
- RQ4: In what ways does modern technology enhance learners' pronunciation, vocabulary, grammar, sentence structure, communicative competence, and overall Arabic language acquisition?

ROLE OF MODERN TECHNOLOGY IN ARABIC LANGUAGE LEARNING:

Modern technology has changed the entire world, including the lifestyle and daily life of human beings. It has made people's lives easier and more comfortable. It has also brought education to a higher level of development in many fields such as science, astronomy, physics, medicine, arts, etc. Similarly, modern technology has made Arabic language learning much more accessible and interesting for learners. The tools of modern technology can be classified into several categories. These technology tools have enabled Arabic language learning to be more engaging and interactive for learners. These include:

1. MOOCs Platforms (منصات الدورات الإلكترونية المفتوحة واسعة النطاق):

Massive Open Online Courses (MOOCs) are online learning platforms that provide accessible and flexible education to a large number of learners worldwide. They offer a variety of courses, including Arabic language learning, combining videos, texts, quizzes, and interactive activities to support both language skills and cultural understanding. Some well-known MOOCs in the community include Coursera (coursera.org), Udemy (udemy.com), Udacity (udacity.com), and edX (edx.org). Unlike Udemy, Udacity, and Coursera, edX provides its courses free of charge to students (Isnaini, 2022). It promotes and facilitates all types of higher education in this technological era. A study by Suleiman Islieh et al. (2022), indicates that a majority of students consider MOOC courses effective in enhancing Arabic language skills. About half of the respondents strongly agree that MOOC-based learning improves language proficiency, while most also enjoy the experience, highlighting its engaging and enjoyable environment. All proposed elements for Arabic courses in MOOCs were accepted, ensuring a structured and practical content model. This highlights the role of modern technology in delivering engaging and student-centered Arabic language learning (Noraina et al., 2021).

1.1 Coursera

It is a US-based online platform offering courses, certificates, and degrees in collaboration with 200 institutions. It delivers flexible learning options, including short lectures, full courses, and specializations, many of which offer recognized certificates. With millions of learners worldwide, Coursera makes high-quality education widely accessible (Likovic & Rojko, 2022). It facilitates interactive video lectures with captions, along with materials such as books and notes. The platform offers various online assessments, including quizzes and exams (Agrawal et al., 2015). Coursera's Arabic courses are designed to assist beginners in learning the language step by step. Learners start with the Arabic alphabet, correct pronunciation and spelling through interactive video lectures and numerous examples. Short dialogues, texts, and exercises help reinforce the skills learned (MOOC List, 2022). It plays a significant role in learning Basic Arabic.

1.2 edX

edX was founded in May 2012 by MIT and Harvard. It is a non-profit online learning platform offering university-level courses to learners worldwide. Many courses are free. EdX stands out from other MOOC providers because it uses open-source software and focuses on educational accessibility. It offers a variety of features designed to enhance online learning. Learners can access interactive video lectures with captions, along with comprehensive study materials such as books and notes. It also provides different

types of online assessments, including quizzes, practice exercises, midterms, and final exams (Agrawal et al., 2015). EdX has extended Arabic language education by offering professional certificate programs in Arabic in collaboration with LEORON, facilitating structured online learning options for students globally (edx, 2023).

2. Language learning Applications (تطبيق تعلم اللغة):

2.1 Interactive Learning Apps:

In this modern technological era, mobile phones have become one of the most important tools in Arabic language learning. There are many applications available on mobile devices that help learners improve and access Arabic language learning. These apps provide basic vocabulary, grammar, and daily life phrases in an easy and attractive way. Applications such as **Duolingo and Babbel** are widely used by learners. Although these applications are not specifically designed for the Arabic language, they are still popular among learners. These apps are very popular because of their user-friendly interface and gamification approach, which makes the learning process more effective and interactive (Fitrianto, 2024). **Duolingo** is one of the free digital platforms for learning languages, available through both a website and a mobile application. It also offers an online test to evaluate language proficiency. The main objective of this platform is to make learning enjoyable, free, attractive, and accessible to people around the world. Duolingo currently provides about 94 courses in 30 languages for learners globally (Tabronia et al., 2022).

Memrise is a British language-learning platform founded in 2010 and based in London. It provides courses in several languages, including Arabic and helps learners improve vocabulary and communication skills through learning tools. Memrise primarily uses a spaced repetition method that helps learners review vocabulary at gradually increasing intervals, improving long-term memory. Through gamified activities and flashcards. It makes language learning more engaging and effective. Therefore, It has become a useful digital resource for improving language skills (Memrise, 2024).

Hello Talk is a digital language learning platform designed to facilitate communication skills. Founded by Zachary Ngai in 2012, the application offers interactive tools such as text chat, voice messages, and video calls that help learners practice languages in authentic situations. Through these features, learners can develop language skills, including vocabulary acquisition, writing ability, and speaking fluency. This platform also helps learners gain cultural insights while practicing Arabic with native speakers. Consequently, Hello Talk plays a crucial role in promoting Arabic language learning in the age of modern technology (Sunarko et al., 2025).

There are also many interactive language learning applications, such as Busuu (Ginting, 2023), Rosetta Stone (Afifah et al., 2025) and Tandem (Fadhil & Sasiq, 2020). These applications help language learners improve vocabulary, writing skills, text comprehension, listening ability through voice interaction, and pronunciation engagingly by communicating with native speakers.

2.2 Digital Dictionary Apps:

Digital dictionary apps facilitate learners' access to education through the use of smartphones. Learners do not need to spend much money on purchasing hard copies of dictionaries. Instead, they can download dictionary applications either free of cost or at a minimal price. These dictionaries are based on root words, murakkab and provide translations such as Arabic to English (Ibrahim et al., 2014). Dictionary applications offer various types of information, including pronunciation and definitions in both Arabic and English. Some applications provide multiple pronunciation options, such as American (US), British (UK) and Australian (AU), while others include only a single pronunciation. In addition, certain applications present the meaning of idioms in both Arabic and English (Al-Yasin & Bani-Khaled, 2026). Additionally, these dictionaries provide word meanings and root forms in different languages, such as Arabic to Bengali, English, Urdu and Persian, etc. Some of these also offer synonyms and antonyms along with brief example sentences. Some popular Arabic dictionary applications include **Almaany Arabic dictionary, Arabic dictionary & translator by Dict Box, Al-Wafi (Arabic into Bengali only), Arabic English dictionary (various), Oxford language dictionary, Cambridge English -Arabic dictionary and Google Translate**, among others (**E-Arabic learners Portal, n.d.**). Through the use of these apps, learners can easily build their vocabulary and develop a deeper understanding of Arabic root words, antonyms, and synonyms through regular practice. These applications allow user to save, memorize, and bookmark words, as well as engage in quizzes and gamification features to enhance their learning experience.

3. Video Learning Platforms (منصة التعلم بالفيديو):

Smartphones are an essential digital tool for learning in the modern world. They provide access to various educational resources and tools. One of the most effective platforms available on smartphones for education is YouTube. YouTube provides educational content free of cost and is easily accessible to everyone (IJRCE,2022). It is very easy to learn Arabic, English or any other subject through YouTube. The Arabic language is considered a second language in non-Arab countries (IJRCE,2022). Many learners cannot afford expensive courses to become proficient in it. Therefore, YouTube is a very useful tool to learn the Arabic language free of cost. Through its learners can develop their vocabulary, translation skills, pronunciation, as well as their speaking and writing abilities in Arabic. Arabic can be learned through grammar explanation, listening practice, and native speakers' lectures. YouTube also provides these lessons in a simple and accessible way, with plenty of free content. According to the International Journal of Research in Counselling and Education (2022), YouTube can be an essential tool in online language learning. Teachers may use Arabic cartoons before the lesson begins to engage learners. This method helps learners identify new vocabulary and improve their writing skills. Vocabulary is one of the most important aspects of a language that learners must master (IJRCE,2022).

4. Virtual Classroom Platforms (منصة الفصل الدراسي الافتراضي):

The development of digital tools in the era of artificial intelligence, such as e-learning platforms, has revolutionized language learning (Nasiruddin & Chtaibi, 2022). These platforms provide a valuable opportunity to learn the Arabic language in an attractive and engaging way. They offer real-time, synchronous learning environments where learners can directly improve their speaking skills and communication abilities through interaction, pronunciation, grammar, and dialogue practice (Nasiruddin & Chtaibi, 2022). Various online learning platforms make teaching more effective and interactive, especially for learning Arabic. Virtual classroom platforms like **Google Meet, Zoom, Cisco Webex, and Microsoft Teams** play a significant role in facilitating synchronous instruction and communication, while apps such as WhatsApp and Telegram help learners practice Arabic beyond the classroom environment (Ismail et al., 2021).

4.1 Google Meet:

Google Meet is one of the most important virtual classroom platforms that is extensively used in higher education for learning (Ismail et al., 2021). It also plays a crucial role in Arabic language learning through real-time interaction. According to Ismail et al. (2021, p 7), "Google Meet is one of the video conferencing software that has been widely used in schools and higher education institutions since the COVID-19 outbreak." Online meetings for learning can be conducted using smartphone devices or computers, making access easy for learners through mobile phones or laptops. Google Meet's screen-sharing feature enables both instructors and learners to present materials, which supports interactive learning and fosters a positive and collaborative classroom environment (Ismail et al., 2021). Through Google Meet, instructors can analyse Arabic lessons or exercises effectively using the whiteboard and screen-sharing features in real-time virtual classes. Learners can read Arabic texts using a microphone, memorise vocabulary and root words, and practice in front of a teacher, which helps them understand the language more effectively (Ismail et al., 2021).

4.2 Microsoft Teams:

Microsoft Teams, launched in 2017, is a collaborative platform that supports teamwork through chats, meetings, channels, and file sharing, making it an effective tool for online learning (Sallehuddin et al., 2023). This platform within Microsoft 365 that facilitates communication, video conferencing, and document sharing in an integrated environment (Musleh et al., 2022). In the context of Arabic language learning, it serves as an effective virtual classroom tool by enabling real-time interaction, resource sharing, and discussions. It also helps teachers select suitable digital methods while increasing students' interest, engagement, and overall learning outcomes (Musleh et al., 2022). According to Sallehuddin et al. (2023), Microsoft Teams is considered a useful tool for learning the Arabic language, as it supports learners more efficiently, allows them to complete tasks quickly, and saves time. The platform also assists both real-time and delayed communication, which facilitates interaction between teachers and learners. Moreover, students show a positive attitude towards using Microsoft Teams, finding it easy to use and beneficial for improving their learning experience.

4.3 Zoom platform:

Zoom is one of the free and interactive educational platforms that allows teachers to share study materials, assignments, and activities, conduct online tests, and communicate with learners (Alhajaia,2022). Zoom's free access, user-friendly interface, and lack of need for prior technical skills are key factors that encourage users to adopt it (Isman & Yahya,2023). As stated by Alhajaia (2022), this platform's use in teaching the Arabic language has shown positive results, particularly in improving students' performance in post-tests. This indicates that Zoom is an effective method for enhancing students' achievement in Arabic learning. The findings show that using Zoom improves academic performance, especially among female students. Zoom has emerged as an important ICT tool for learning Arabic; it enables learners to benefit from various online learning features and improves the effectiveness of the language learning. It facilitated teaching and interaction between teachers and students. It proved to be a valuable medium for Arabic learning, highlighting the importance of using appropriate digital tools for sustaining language education (Batmang et al., 2022).

5) Learning management system (نظام إدارة التعلم) (LMS)

The development of modern technology has increased substantially the use of e-learning platforms in Arabic language education. Various tools like Moodle, Google Classroom, and Canvas assist teachers in managing courses, conducting assessments, and sharing materials. These platforms also enable flexibility, allowing students to learn anytime and from any place, making Arabic learning more convenient and effective (Auliya et al., 2025).

5.1 Moodle:

Moodle (Modular Object-Oriented Dynamic Learning Environment) is a very popular open-source learning management system. As of January 2008, it supported 38,896 sites with over 16 million users and hosted more than 1.7 million learning materials (Ali, 2019). This platform enables learners to access a digital classroom and educational resources online. Teachers can easily create course content, e-journals, and quizzes, making learning more convenient. It also helps to reduce costs for books, time and transportation. Overall, it provides an effective solution for modern language and education needs (Ali, 2019).

It is an extensively used LMS that facilitates Arabic language learning by helping teachers organize courses, communicate with students, and give assignments and tasks online (Auliya et al., 2025).

5.2 Google Classroom:

It is also a popular platform used in Arabic. Its integration with tools such as Google Docs, Meet, and Drive enables teachers and students to easily share resources and communicate (Auliya et al., 2025). Alhajaia (2022, p. 93) "One of the features of Google Classroom is that it resembles a blank canvas, as the teacher can add students and courses, assign his students assignments, and follow them, and therefore it is similar to the functions of learning management systems."

5.3 Canvas:

In the era of AI, Canvas is a widely used LMS in the higher education system. It supports Arabic language learning through interactive features such as discussions and real-time collaboration, and also provides effective assessment tools that help teachers give detailed feedback to learners (Auliya et al., 2025). It has been shown to strengthen Arabic language learning by integrating interactive instructional materials like multimedia e-books, making the learning process more engaging and efficient for learners in both online and blended learning environments (Fauzi et al., 2020). Ubaidillah et al. (2023) highlighted that, "Using Canva media to learn Arabic vocabulary not only enhances students' interest but also facilitates their understanding of the material" (p.46). Therefore, it is a very helpful and effective platform for learning Arabic.

6) Social Media Learning platforms (منصات التعلم عبر وسائل التواصل الاجتماعي):

Social media learning platforms play a significant role in promoting Arabic language learning in the era of modern technology. A wide variety of content is available on these platforms, empowering learners to access Arabic language resources in diverse ways. Many bloggers, content creators, and social media influencers contribute by sharing educational material across platforms. According to Auliya et al. (2025), these platforms, including Facebook, Twitter, and Instagram, help create Arabic learning communities. Other platforms such as **WhatsApp, Google Forms, Google Drive, and TikTok** have also been utilized to facilitate

digital Arabic language learning. Students can interact in online forums, share experiences, discuss materials, and seek guidance from teachers and peers. It also provides access to educational resources such as videos, infographics, and articles. These platforms make language learning more accessible and interactive, offering practice sessions, MCQ questions, polls and other activities that help learners enhance their skills effectively.

6.1 Facebook

Provides a collaborative space for educators and students to share resources, ask questions, and upload photos, videos, and documents, allowing students to access materials before lessons (Chanifudin et al., 2024). It also presents explanations of Arabic grammar, translations, cultural notes, texts, vocabulary, short stories and common phrases for daily conversation. It offers short and long videos featuring sentences from simple to complex, along with translations in learners' native language. This makes Facebook a popular and effective platform for learning Arabic or other languages.

6.2 Instagram

It offers interactive educational content that increases student engagement. Arabic learning materials include grammar, vocabulary, proverbs and quizzes, making learning more practical, enjoyable, and profitable. (Chanifudin et al., 2024). This content (Arabic short videos, photos, and stories) not only helps to support the learning of vocabulary and grammar but also exposes learners to Arabic culture through visual materials such as images and videos (Auliya et al., 2025). It provides high-quality images and short videos that assist effective Arabic learning.

6.3 Twitter

It is also a very profitable digital tool for learning the Arabic language. It can access the new vocabulary and useful links for Arabic learning, while connecting with native speakers and students (Auliya et al., 2025). According to Bushaala (2020), "the participants found learning Arabic media vocabulary through Twitter much easier than the traditional method." This means it is also a very fruitful platform where learners can access short sentences and vocabulary for learning Arabic.

6.4 WhatsApp

Act as a communication digital tool between students and educators through groups. It allows sharing lesson information, supporting speaking skills, and discussing materials with accessible resources (Chanifudin et al., 2025). WhatsApp has been extensively used as a digital tool to assist students in acquiring Arabic grammar, including other components of Arabic language proficiency. This platform is confirmed to be highly effective for supporting learners, particularly in mastering the Arabic grammar (nahu & sarf) concept (Yunis, 2025). It also helps learners translate everyday Arabic into English or other language materials like PDFs, e-books, and pictures, supporting the development of speaking abilities.

6.5 Telegram

Telegram is also a very popular and widely used social media platform in this era that plays a significant role in learning the Arabic language and culture more easily and conveniently. According to Yunis (2025), it has proven to be a fruitful tool for supporting Arabic language learning, especially in remote and online settings. Learners can access Arabic content, practice grammar, and strong vocabulary using interactive features like quizzes, sharing word meanings with pictures. This platform is user-friendly, fascinating, and visually appealing, with immersive feedback that reinforces learning. Through the use of the telegram, learners can improve reading, writing, listening, and speaking skills in the Arabic language.

6.6 Audio resources

Audio-based materials play an essential role in Arabic language learning by improving learners' listening abilities. Resources such as podcasts, recorded dialogues, and listening exercises help learners become familiar with different accents, pronunciations, and intonation patterns. These tools also facilitate learners to understand how Arabic is used in real-life situations. These resources allow flexible learning (Auliya et al., 2025). Listening to audio helps students enhance their speaking abilities more effectively.

7. Websites (Online Platforms)

7.1 Lingo Hunt: offers short, interactive Arabic lessons organized to improve vocabulary and pronunciation by listening through gradual learning techniques. Each lesson is concise, making it easy for learners to absorb words and practice speaking effectively.

With 125 free lessons, it is accessible to anyone and anywhere, especially useful for those who want to learn Arabic with English subtitles for free. Learning Arabic connects over 420 million speakers across 22 countries (Lingo Hunt, n. d).

7.2 Riwaq Al Quran: It provides personalized online Arabic lessons for all ages. Learners can increase Quranic Arabic, Modern Standard Arabic, and conversational skills through live, interactive one-on-one classes. This platform offers flexible scheduling, expert native instructors, and tailored lessons to suit individual learning goals. Making Arabic learning structured from anywhere in the world (Riwaq Al Quran, 2025).

7.3 LQDhaka: It offers online Madinah Arabic courses that facilitate students to understand the Quran in its original language. The curriculum, designed for non-native Arabic speakers, is globally accredited for its effective approach. It provides Bengali-speaking students the ability to comprehend the Quran in Arabic (LQDhaka, 2025).

7.4 Lingocard: It is also a very effective Arabic learning website, which offers free online practice for speaking Arabic, supporting learners to enhance their vocabulary and connect with global peers. It offers comprehensive language resources, including pronunciation, numbers, verbs, adjectives, and idioms (Lingocard, n.d.). Furthermore, websites like Madina Arabic and Mastering Madina Arabic contribute significantly to advancing Arabic language acquisition among students.

CONCLUSION (الختامة):

This study sought to examine the role of modern technology platforms and digital social media in Arabic language learning. The finding indicates that social media platforms (Facebook, Telegram, WhatsApp, and Instagram), Learning Management systems (LMS), language learning websites, and application platforms (Hello Talk, Duolingo, Memrise) enhance learners' engagement and promote language learning. The use of these platforms allows students or non-native speakers to improve their Arabic vocabulary independently, as well as their speaking, pronunciation, writing skills, and grammar knowledge through regular practice and exercises, making Arabic language learning more flexible and convenient. These results highlight the importance of integrating technology into language education in the digital age.

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