



Teaching Challenges and Strategies for Arabic Pronouns (*Dhomir*) in Gender-Homogeneous (Female Class) Intensive Classes/ Tantangan dan Strategi Pengajaran Kata Ganti (*Dhomir*) dalam Bahasa Arab di Kelas Intensif Homogen Gender (Kelas Perempuan)

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Abstract: This study examines the difficulties associated with teaching Arabic pronouns (*dhomir*) in gender-homogeneous intensive Arabic classes and evaluates effective instructional strategies to enhance students' comprehension of gender-based pronoun distinctions. The study utilised a qualitative case analysis at an Islamic university offering a female-exclusive intensive Arabic curriculum. Data were gathered via classroom observations, comprehensive interviews with instructors and students, and document analysis. The results reveal that the lack of male role models in the classroom is a significant pedagogical challenge, hindering students' ability to differentiate between masculine and feminine pronouns and restricting opportunities for genuine communicative practice. The absence of male interaction diminishes female students' confidence in use masculine pronouns during verbal conversation. The results indicate that both students and lecturers regarded digital and AI-assisted learning strategies as the most engaging and supportive methods for enhancing the comprehension of Arabic pronouns, as evidenced by recurring themes in classroom observations and interview responses. The findings underscore the significance of novel pedagogical strategies to mitigate structural constraints in gender-homogeneous language learning contexts and indicate the possibility of technology-enhanced learning to facilitate Arabic grammar acquisition.

Abstrak: Penelitian ini mengkaji kesulitan yang terkait dengan pengajaran kata ganti bahasa Arab (*dhomir*) dalam kelas bahasa Arab intensif yang homogen secara gender serta mengevaluasi strategi pembelajaran yang efektif untuk meningkatkan pemahaman mahasiswa terhadap perbedaan kata ganti berbasis gender. Penelitian ini menggunakan pendekatan studi kasus kualitatif yang dilakukan di sebuah universitas Islam yang menyelenggarakan program bahasa Arab intensif khusus perempuan. Data dikumpulkan melalui observasi kelas, wawancara mendalam dengan dosen dan mahasiswa, serta analisis dokumen. Hasil penelitian menunjukkan bahwa ketiadaan model interaksi laki-laki di dalam kelas menjadi tantangan pedagogis yang signifikan, yang menghambat kemampuan mahasiswa dalam membedakan kata ganti maskulin dan feminin serta membatasi peluang untuk praktik komunikasi yang autentik. Selain itu, tidak adanya interaksi dengan mahasiswa laki-laki juga memengaruhi tingkat kepercayaan diri mahasiswa perempuan dalam menggunakan kata ganti maskulin dalam komunikasi lisan. Temuan penelitian juga menunjukkan bahwa strategi pembelajaran berbasis digital dan kecerdasan buatan (AI) dipersepsikan oleh mahasiswa dan dosen sebagai pendekatan yang paling menarik dan mendukung dalam memfasilitasi pemahaman terhadap kata ganti bahasa Arab, sebagaimana tercermin dari tema-tema yang berulang dalam hasil observasi kelas dan tanggapan wawancara. Temuan ini menegaskan pentingnya penerapan strategi pedagogis yang inovatif untuk mengatasi keterbatasan struktural dalam lingkungan pembelajaran bahasa yang homogen secara gender serta menunjukkan potensi pembelajaran berbasis teknologi dalam mendukung pemerolehan tata bahasa Arab.



Introduction

Arabic is acknowledged as one of the principal global languages, distinguished by its intricate grammatical structure. In the Islamic tradition, Arabic is paramount as the language of the Qur'an.¹ Moreover, in several contexts, Arabic serves as a significant language in international communication, professional environments, and academia. This language is consequently taught and acquired by non-Arabs, including in colleges in Indonesia.² Arabic language acquisition is facilitated through several educational environments, encompassing formal institutions, Islamic boarding schools (*pesantren*), language classes, and intense language programs.³ All of these models share a common objective: the advancement of information and skills to proficiently learn the Arabic language.

The distinctive features of the Arabic language present specific obstacles for non-Arabic instructors and students, particularly regarding the use of pronouns (*dhomir*).⁴ Arabic pronouns (*ḍhomīr*) constitute a significant grammatical element defined by intricate rules that dictate their form and application.⁵ Their utilisation necessitates a thorough comprehension, and their implementation in communication—both verbal and written—also requires precision.⁶ Their application is contingent upon grammatical categories including number, gender, and person.⁷

Consequently, non-Arab learners of Arabic must also acquire knowledge of pronouns (*ḍhomīr*). Acquiring pronouns presents a significant challenge, even for individuals participating in rigorous Arabic programs. Intensive Arabic programs aim to

¹ M. Ikhwan, "When Literary 'Arabiya Adopted For A Religious Mission The Quran and the Expansion of the Arabic Poetic Koine," 2024, <https://doi.org/10.14421/ajis.2024.621.91-117>.

² M. Ritonga, S. Wahyuni, and H. Novigator, "The Future of Arabic Language Learning for Non-Muslims as an Actualization of Wasathiyah Islam in Indonesia [Version 1; Peer Review: Awaiting Peer Review]," 2023, <https://doi.org/10.12688/f1000research.125760.1>.

³ M. Hinnawi, R. Abdel-Rahim, and S. Azzam, "Effectiveness of Distance E-Learning in Teaching and Learning Arabic for Non-Native Speakers: An-Najah's Arabic for Non-Native Speakers Institute as a Model," 2023, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85190160749&partnerID=40&md5=a1fed7cc288c8fe2a882e9adaf18066e>.

⁴ Sultan Almelhes, "Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners' Challenges," *Education Sciences* 14, no. 10 (2024): 1116, <https://doi.org/10.3390/educsci14101116>.

⁵ M.A. Alenazy, "Binding Relations and Their Implications for Word Order in Arabic," 2021, <https://doi.org/10.17507/tpls.1109.06>.

⁶ N. Alhendī and A. Baniamer, "Referential Gaps between Arabic and English," 2024, <https://doi.org/10.3389/feduc.2024.1384130>.

⁷ S. Procházka, "Towards a Typology of Attributive Adjectives in Arabic Dialects," 2022, <https://doi.org/10.1515/stuf-2022-1062>.

expedite language acquisition via focused and time-demanding study activities.⁸ Nonetheless, for participants in these programs, the Arabic grammatical system may remain unknown or not yet widely utilised.⁹ This results in the improper use of pronouns, leading to communication mistakes.

Another issue is that students frequently find it challenging to differentiate and employ feminine and masculine pronouns in gender-homogeneous intensive classes, especially in female-only environments where there is minimal exposure to masculine pronoun usage in authentic interaction contexts. This challenge stems in part from the lack of genuine interaction models inside the learning environment.¹⁰ Under this circumstance, kids possess a restricted comprehension of the pronoun (*dhomīr*) system, which consequently impacts their total linguistic abilities significantly.

Field observations indicate that the aforementioned difficulties are also apparent in Arabic language acquisition within intense programs at Islamic colleges that conduct gender-homogeneous (female-only) Arabic classes. In these classes, the difficulties associated with acquiring pronouns (*dhomīr*) become more pronounced, as the class is predominantly female. The exclusion of male students from female-only classrooms may restrict possibilities for genuine cross-gender interaction, which is crucial for the practical application of masculine pronouns in true communication scenarios.

Moreover, students often depend exclusively on theoretical knowledge acquired from instructors or textbooks, lacking opportunities to apply it in real-life encounters with the opposite sex. This circumstance not only yields restricted practical experience in the application of pronouns (*dhomīr*), but also precipitates numerous communication blunders.

Proficiency with Arabic pronouns (*dhomīr*) is crucial for effective communication in the language.¹¹ Improper pronoun usage can result in significant miscommunication, particularly in academic and professional domains where precise wording is crucial. The improper use and comprehension of pronouns (*dhomīr*) in

⁸ H.Y. Brosh, "Arabic Language-Learning Strategy Preferences among Undergraduate Students," *Studies in Second Language Learning and Teaching* 9, no. 2 (2019): 351–77, <https://doi.org/10.14746/ssl.2019.9.2.5>.

⁹ Jihad Faraj, "Unraveling Arabic Learning Challenges: A Case Study at SOAS," *An-Najah University Journal for Research - B (Humanities)* 38, no. 12 (2024): 2425–40, <https://doi.org/10.35552/0247.38.12.2297>.

¹⁰ R.A. Mahmoud and H. Hajj, "Multi-Objective Learning to Overcome Catastrophic Forgetting in Time-Series Applications," 2022, <https://doi.org/10.1145/3502728>.

academia can hinder the understanding of both classical and contemporary Arabic works, resulting in translation challenges and erroneous interpretations of meanings.¹² Consequently, to tackle these challenges- especially in courses devoid of male participants as direct exemplars- there is a necessity for a more flexible and inventive pedagogical strategy and educational framework.

Strategies for learning the Arabic language have emerged as a prevalent topic of scholarly inquiry.¹³ While many research have investigated Arabic language acquisition methodologies and the incorporation of digital media in language education, the majority concentrate on general or mixed-gender classroom environments.¹⁴ Insufficient focus has been directed towards the difficulties of instructing particular grammatical elements, especially Arabic pronouns (*dhomīr*), within gender-homogeneous educational settings.¹⁵ Specifically, limited study has investigated the impact of the lack of male interaction models on female students' comprehension and utilisation of masculine pronouns in intense Arabic programs.

Moreover, prior research has addressed linguistic factors not exclusively related to Arabic language acquisition, neglecting to emphasise the role of pronouns (*dhomīr*), which exhibit significant variances in their application.¹⁶ The study elucidates how digital media can augment learners' comprehension of the Arabic language; however, it does not specifically investigate the role of pronouns (*dhomīr*) in gender-homogeneous classrooms, instead concentrating on the advancement of digital media for writing skills.¹⁷ A separate study indicates that games requiring group teamwork can enhance learners' enthusiasm to study Arabic. Nevertheless, the research fails to offer solutions

¹¹ H.A. Al Momani, "Linguistic Communication and Its Effect on Teaching Arabic to Non-Native Speakers," 2024, <https://doi.org/10.35516/hum.v51i5.4120>.

¹² R. Khater et al., "Overt and Null Subject Variation in Ammani Arabic: Distribution, Constraints, and Implications," *Psycholinguistics* 36, no. 2 (2024): 198–231, <https://doi.org/10.31470/2309-1797-2024-36-2-198-231>.

¹³ U.S. Ismail et al., "A Model Framework for the Implementation of Gamification in Arabic Teaching in Malaysia," 2023, <https://doi.org/10.17507/tpls.1311.09>.

¹⁴ S. Melendez and A. Crowley, "Pronoun Practices in the Higher Education Classroom," 2022, <https://doi.org/10.1075/jls.20022.cro>.

¹⁵ J.E.R. Marantika, "The Relationship between Learning Styles, Gender and Learning Outcomes," 2022, <https://doi.org/10.18844/cjes.v17i1.6681>.

¹⁶ H.I. Ramadan, "Arabic Rules Between Philosophy of Language and Grammar Criterion: A Modernist Approach," 2023, <https://doi.org/10.26650/DI.2023.34.2.1262493>.

¹⁷ Raihan Nurstalis, Tatang Tatang, and Rinaldi Supriadi, "Rancang Bangun Aplikasi Typing Test Sebagai Sarana Peningkatan Kemampuan Menulis Digital Teks Arab / Design of Typing Test Application as a Means of Improving Arabic Text Digital Writing Skills," *Lughat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 5, no. 1 (June 20, 2024): 135, <https://doi.org/10.36915/la.v5i1.237>.

specifically designed for classes centred on the instruction of pronouns (*ḍhomīr*) and exclusively aimed at female pupils.¹⁸

This study was conducted at an Islamic university that provides an intense Arabic language curriculum with classes exclusively for female students. Such classes pose distinct obstacles in the acquisition of pronouns (*ḍhomīr*), since they lack a reference point for the application of masculine pronouns (*ḍhomīr mudhakkār*) due to the absence of male students as exemplars. In this context, it is essential to investigate alternative learning methodologies that can replace natural cross-gender interactions without impeding students' comprehension of pronouns (*ḍhomīr*).

This study aims to identify and elucidate the fundamental challenges associated with learning pronouns (*ḍhomīr*) in female-only intensive Arabic classes, to assess the influence of the lack of male role models in the educational process, and to investigate diverse instructional strategies that have been introduced as innovations to mitigate these challenges.

This study investigates the issues associated with teaching Arabic pronouns (*ḍhomīr*) in gender-homogeneous intensive classes, specifically within female-only educational settings. It also examines the implementation of digital and AI-assisted learning methodologies as alternate frameworks to mitigate the lack of natural cross-gender contact in the classroom. This work enhances Arabic language pedagogy by offering empirical insights into the constraints of pronoun training in female-only intensive classes and by suggesting technology-supported solutions to mitigate these limits.

This study tackles the following research question based on the identified research gap: (1) What problems are faced in teaching Arabic pronouns (*dhomir*) in gender-homogeneous intensive classes? (2) How does the lack of male role models affect pupils' comprehension and confidence in employing masculine pronouns? (3) What instructional tactics can be employed to address these problems in female-only Arabic intense classes?

This research indicates that educators should devise and execute teaching methodologies tailored to the distinct needs of female students, enabling them to effectively master, comprehend, and contextually apply *ḍhomīr* material in daily

¹⁸ Puti Rindang Sari and Slamet Daroini, "Penerapan Game To Be Detective Untuk Menyusun Kalimat Tanya Dalam Pembelajaran Bahasa Arab/Application of the Game To Be Detective to Compose

interactions. This study conceptually enhances the discourse on gender-homogeneous language learning environments and practically aids in the formulation of creative teaching strategies for Arabic pronoun instruction.

Methods

This research utilised a qualitative case study methodology to investigate the difficulties associated with instructing Arabic pronouns (*ḍhomīr*) in gender-homogeneous intensive Arabic classrooms. A qualitative methodology was used to facilitate a comprehensive investigation of the pedagogical difficulties encountered by instructors and learners in the instruction of Arabic pronouns within a gender-homogeneous classroom environment.¹⁹

The study was conducted at an Islamic university in Indonesia that offers an intense Arabic language curriculum with classrooms organised by gender. The research concentrated on an intense Arabic course only for females, with all participants being women. This setting was chosen since it exemplifies a gender-homogeneous learning environment that may affect the acquisition of masculine and feminine pronouns. The participants included two lecturers (one male and one female) teaching Arabic in the intense program, together with 20 female students enrolled in the class. Participants were chosen via purposive selection to guarantee direct experience in teaching and studying Arabic pronouns (*ḍhomīr*) during the intensive program.

Data were collected through three primary methods: classroom observation, semi-structured interviews, and document analysis.²⁰ Observations in the classroom were carried out to analyse the instruction of Arabic pronouns (*ḍhomīr*) in a female-only setting. The observations concentrated on pedagogical tactics employed by instructors, student engagement, interaction dynamics, and obstacles faced during the educational process. Each observation session endured for roughly 90 minutes.

Semi-structured interviews were performed with two lecturers and twenty students to investigate their experiences and perceptions concerning the problems associated with learning Arabic pronouns. The interviews sought to ascertain instructional tactics employed to tackle these problems. Interviews ranged from 20 to 40

Interrogative Sentences in Learning Arabic,” n.d.

¹⁹ S. Rahimi and M. khatooni, “Saturation in Qualitative Research: An Evolutionary Concept Analysis,” 2024, <https://doi.org/10.1016/j.ijnsa.2024.100174>.

minutes in duration. Interviews were conducted until data saturation was achieved, indicating that no novel themes or insights arose from further responses. Document analysis involved scrutinising course syllabi, instructional materials, assignments, and exercises pertinent to pronoun instruction. These publications offered contextual insights into the design and implementation of pronoun content within the intense Arabic program.

Data gathering occurred over a three-month duration during the intense Arabic program. The gathered data underwent thematic analysis to discern patterns pertaining to teaching issues and instructional solutions.²¹ The analytical procedure comprised multiple phases:

1. Interview transcripts and observation notes were analysed to extract significant units pertaining to teaching issues and instructional strategies.
2. Classification; Comparable codes were consolidated into overarching categories and developing themes, including learning challenges, absence of interaction models, and pedagogical tactics employed by instructors.
3. Theme Development and Interpretation; Patterns and interactions among themes were discerned to elucidate the impact of gender-homogeneous classrooms on the acquisition of Arabic pronouns.
4. Descriptive quantification was employed to denote the frequency of replies corroborating qualitative conclusions. The percentages in the data indicate the number of students sharing analogous perceptions about particular obstacles in acquiring pronouns.

Multiple validation procedures were employed to guarantee the reliability of the findings. Data triangulation was performed by contrasting information acquired from observations, interviews, and documents. Member checking was performed by disseminating summarised interview findings to selected participants to validate the accuracy of the researchers' interpretations. An audit trail was preserved to record the data collecting and analysis methodologies.

²⁰ A. Harerimana et al., "Preparing for Data Collection: The Mock Interview as a Researcher's Training Tool," 2024, <https://doi.org/10.1080/00131881.2024.2302156>.

²¹ A.Z. Rizqiyah et al., "Efforts of Young Parents in Meeting Children's Physiological Needs," 2020, <https://doi.org/10.1088/1755-1315/485/1/012129>.

Ethical considerations were met by securing informed consent from all participants. The identity of participants was kept confidential, and they were notified of their right to withdraw from the study at any moment without repercussions.

Results and Discussion

Challenges in Teaching Pronouns (*dhomīr*) in Gender-Homogeneous Classes

Distinct obstacles emerge in classrooms characterised by a gender-homogeneous atmosphere, particularly in Arabic language programs concentrating on grammatical themes such as pronouns (*dhomīr*). The emergence of these challenges arises not only from the unique characteristics of the Arabic language, which contrasts with Indonesian in pronominal aspects, but also from additional factors, specifically pedagogical and social domains associated with the learning models or strategies employed in classrooms comprised solely of female students or single-gender environments.²²

The results indicate that instructing Arabic pronouns (*dhomīr*) in gender-homogeneous classrooms has multiple pedagogical difficulties. Through thematic analysis of interview transcripts, classroom observations, and document analysis, three primary challenges were identified: (1) the lack of male role models in classroom interactions, (2) students' difficulty in differentiating masculine and feminine pronouns, and (3) restricted opportunities for contextual language practice.

Table 1 presents the frequency of participant replies concerning the primary problems faced during the learning process.

Table 1. Main Challenges in Learning Arabic Pronouns (*dhomīr*)

Challenges	Frequency of Responses (%)
Lack of male role models in learning	90
Challenges in pronoun differentiation masculine and feminine pronouns	75
Absence of Contextual Application	60

The percentages in Table 1 indicate the proportion of students who conveyed analogous perceptions during interview sessions, derived from thematic coding of replies from the twenty participating students. The findings reveal that the lack of male role models is the first problem, succeeded by issues in differentiating masculine and feminine pronouns and restricted possibilities for contextual practice.

²² T.M. Silviyanti et al., "The Implementation of English and Arabic Practices at an Islamic Bilingual Boarding School," 2024, <https://doi.org/10.21831/cp.v43i3.72204>.

Lack of Male Role Models

The lack of male pupils in female-exclusive intense sessions surfaced as the primary obstacle. Approximately 90% of participants reported difficulties comprehending masculine pronouns due to insufficient direct engagement with male interlocutors. Classroom observations indicated that lecturers frequently depended on theoretical explanations rather than genuine communication examples. A lecturer elucidated during the interview:

“When teaching masculine pronouns in a female-only class, I cannot simply point to a male student as an example. Therefore, I must rely on visual media such as images or videos to illustrate the differences.” (L1)

This circumstance restricts students' engagement with natural language exchange, which is acknowledged as an essential element in second language acquisition. Genuine contact facilitates learners in cultivating grammatical awareness and communicative proficiency via significant language application. In gender-homogeneous classrooms, the lack of male interlocutors diminishes possibilities for students to observe and utilise masculine pronoun forms in authentic communicative situations. As a result, students often depend more on the memorisation of grammatical structures instead of cultivating a contextual comprehension of pronoun application.

Interactionist theory posits that exposure to actual speech is crucial for the development of grammatical awareness and communicative competence in language learning. In the absence of such interaction, learners are inclined to depend predominantly on memorisation instead of contextual comprehension. In second language acquisition theory, genuine engagement is crucial for enabling learners to internalise grammatical structures and enhance communicative ability. When contact is restricted, learners are inclined to depend more on memorisation than on contextual comprehension.

The lack of male students in gender-segregated classes influences students' psychological preparedness to utilise masculine pronouns in communication. A number of participants indicated a diminished sense of confidence while conversing with male interlocutors outside the classroom. This condition suggests that the absence of cross-gender interaction in educational activities may restrict students' exposure to genuine communicative circumstances where masculine pronouns are typically employed.

From an educational standpoint, the lack of cross-gender interaction diminishes possibilities for students to witness and employ masculine pronouns in genuine speech.

This scenario may result in a deficient comprehension of grammatical distinctions in Arabic, which significantly depends on gender concord in pronouns and verbs.

This condition is absent in gender-heterogeneous or mixed-gender classes, where female students can view models and engage directly with male students. Consequently, individuals can more effectively comprehend the variations and alterations in pronoun usage according to gender. This has prompted instructors to investigate diverse alternate techniques to compensate for the absence of interactive models. Moreover, pupils expressed discomfort and unfamiliarity with employing male pronouns (*dhomir mudzakkar*) in practical situations. A student articulated during an interview:

“When I was asked to have a conversation with a native speaker and he was a man, I became hesitant and lacked confidence in using dhomir, because I’m not used to talking with the opposite gender in class.” (S1)

The aforementioned statement demonstrates that the lack of male pupils in the classroom hinders female students' confidence in appropriately utilising masculine pronouns (*dhomir mudzakkar*) in daily conversations. The enhancement of Arabic language proficiency in non-Arab learners is significantly affected by elevated self-confidence.²³ Research indicates that one psychological factor influencing the quality of Arabic speaking in front of people is the level of self-confidence among learners. Likewise, university-level Arabic language learners who experience a lack of self-confidence often have suboptimal language competence outcomes.²⁴

Gender segregation in language learning contexts may restrict learners' opportunity for varied communicative relationships.²⁵ Research indicates that the disparity present in homogeneous learning contexts necessitates a flexible approach to overcome challenges in comprehending Arabic language structures without disadvantaging learners.²⁶ Arabic pronouns (*dhomir*) are integral to the grammatical framework of the language, especially when gender concordance influences both pronouns and verb forms.²⁷ Comprehending this topic necessitates the inclusion of guys

²³ S.Y. Mei, M.A. Shittu, and S.Y. Ju, “Effect of Anxiety and Self-Efficacy on Class Performance in Arabic Language Online Class,” 2023, <https://doi.org/10.5430/wjel.v13n5p269>.

²⁴ M.S. Al-Hawamleh, A.F. Alazemi, and D.A.H. Al-Jamal, “Digital Portfolio and Self-Regulation in Speaking Tasks,” 2022, <https://doi.org/10.1186/s40862-022-00141-w>.

²⁵ Procházka, “Towards a Typology of Attributive Adjectives in Arabic Dialects.”

²⁶ W.A.A.W. Daud et al., “Exploring the Challenges and Strategies of Learning Arabic Language among Primary School Teachers,” 2025, <https://doi.org/10.30564/fls.v7i2.8002>.

²⁷ A. Zu'bi, “The Uses Of Subject Pronouns In Classical Arabic And Modern Arabic Dialects,” 2022, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85134499551&partnerID=40&md5=9f621840fb9424bd234578750d3d5cfa>.

in the academic setting, particularly to understand the patterns of masculine pronouns (*dhomir mudzakkar*).²⁸

The lack of masculine role models adversely affects the trainees' language proficiency.²⁹ Students err in differentiating the application of feminine and masculine pronouns (*dhomir*) in both written and oral communication.³⁰ A lack of comprehensive elucidation on the distinctions and application of male pronouns (*dhomir*) in actual encounters may result in various issues, especially in grasping essential contextual elements.³¹ Communication may be obstructed if the learning environment lacks support, exemplified by insufficient gender representation.³² The risk encompasses not just linguistic inaccuracies but also a constrained comprehension of the language's social dimensions.

The absence of male pupils in pronoun (*dhomir*) instruction inside a female-only class hampers the application of theoretical concepts during practice. Observations and documentation reveal that errors in the use of *dhomir* are more prevalent in speaking activities than in written exercises. The students comprehend the principles and theories of *dhomir*; nonetheless, they have difficulties in its application, particularly in oral communication. A lecturer remarked during an interview:

"The female students understand dhomir in theory and can grasp it when used for writing or reading, but they often make mistakes when using it orally, because they are not accustomed to it." (L2)

The comment suggests that, theoretically, the female students have comprehended the information on pronouns; yet, in practice—particularly in oral application—they still want assistance.³³ In Arabic language acquisition, theory and practice are interdependent elements that enhance one another. Theory facilitates the acquisition of knowledge, forming the basic ground for an individual's understanding and

²⁸ F. Soliman, L. Stockall, and D. Sharma, "Registered Report Protocol: Perceptual Effects of Arabic Grammatical Gender on Occupational Expectations in a Gamified Speech Production Task," 2023, <https://doi.org/10.1371/journal.pone.0292936>.

²⁹ M.A.S. Khasawneh, "Analyzing the Correlation between Gender Variation and Technology Adaptation in Language Learning among Foreign Language Students," 2024, <https://doi.org/10.58256/evav2b02>.

³⁰ M.A. Alenazy et al., "Arabic Profession-Denoting Nouns and Gender: A Morphosyntactic Analysis of Agreement," 2024, <https://doi.org/10.17507/tpls.1412.07>.

³¹ M.N. Abu Guba, "Gender Assignment in Loanwords in Jordanian Arabic," 2020, <https://doi.org/10.1080/00437956.2019.1708556>.

³² O. García-Taibo et al., "Effects of Cooperative Learning on Gender Equality Education in University Students," 2024, <https://doi.org/10.47197/retos.v54.103491>.

³³ F. Lu and S. Liu, "Applied Learning for Developing Knowledge on Artificial Intelligence Among Students: The Role of University Lecturers," 2024, <https://doi.org/10.4018/IJKM.356493>.

competence.³⁴ Language learning practice facilitates the application of previously acquired theoretical knowledge in a tangible manner, whether through spoken or written communication. Practice has become a fundamental component of the pedagogical strategies employed by Arabic language instructors to evaluate and analyse their students' skills and competencies. The interdependent relationship between theory and practice has been examined, revealing that both elements must be equilibrated in language acquisition, including the study of Arabic.³⁵ Challenges are apparent in female-only programs when pupils acquire knowledge of pronouns (*dhomir*) however lack adequate practice activities after mastering the theoretical concepts.

The lack of male pupils in pronoun (*dhomir*) instruction inside female-only classes results in a gap in students' contextual comprehension during discussions involving *dhomir*. Theoretical knowledge and comprehension of *dhomir* have not yet equipped the pupils to utilise it effectively in discourse. In the absence of male actors as verbal exemplars, the discussions lose their authenticity, complicating the right application of masculine *dhomir*.³⁶ Effective communication in language acquisition necessitates contextual precision and reciprocal comprehension among participants. Moreover, successful communication considers context as well. Inappropriate or grammatically incorrect sentences in dialogue might result in misunderstandings between the speaker and the listener.³⁷ Fostering mutual understanding is a fundamental component of communication or discourse.

Moreover, the lack of male students affects their psychological preparedness to employ masculine pronouns in actual speech. A number of students indicated a diminished sense of confidence when engaging with male speakers outside the classroom, attributing this to the infrequency of such interactions during educational events.

³⁴ A.R.H. Shahri, F.M. Nejad, and A.M.N. Pashaki, "The Effectiveness of NBLT Model on PPP Model in Learning Arabic Language," 2015, <https://doi.org/10.7813/jll.2015/6-1/41>.

³⁵ A. Ramadan Elbaoui Shaddad and B. Jember, "A Step toward Effective Language Learning: An Insight into the Impacts of Feedback-Supported Tasks and Peer-Work Activities on Learners' Engagement, Self-Esteem, and Language Growth," 2024, <https://doi.org/10.1186/s40862-024-00261-5>.

³⁶ J.M. Roche et al., "Gender Stereotypes and Social Perception of Vocal Confidence Is Mitigated by Salience of Socio-Indexical Cues to Gender," 2023, <https://doi.org/10.3389/fpsyg.2023.1125164>.

³⁷ C. Wu, H.Y. Jong, and N.A. Bakar, "The Types of Repairs, Categories of Repairs, Repairs in Doctor-Patient Communication, and Repair Strategies from the Perspective of Psycholinguistics," 2024, <https://doi.org/10.31117/neuroscirn.v7i3.331>.

Challenges in Differentiating Masculine and Feminine Pronouns

This study identifies a significant obstacle regarding students' difficulties in differentiating masculine and feminine pronouns in Arabic. Approximately 75% of participants expressed discomfort while utilising masculine forms such as *huwa*, *anta*, and *hum*, especially while formulating sentences during speaking exercises.

Arabic pronouns exhibit morphological distinctions based on gender, in contrast to Indonesian pronouns, which are predominantly gender-neutral. This structural disparity engenders perplexity among learners, particularly when they lack adequate contextual exposure to masculine forms. According to a student interviewed:

“Sometimes I know the form of the pronoun, but when speaking I forget whether to use the masculine or feminine form.” (S1)

Classroom observations indicated that pupils frequently erred in pronoun selection during conversations. For instance, certain pupils employed feminine pronouns when referencing masculine subjects or the opposite. These faults often manifested during impromptu speaking activities. Prior research indicates that inaccuracies in spontaneous dialogue frequently arise from the improper selection of pronoun forms in Arabic, which operates differently from pronouns in Indonesian.³⁸ Arabic pronouns (*dhomīr*) differ based on gender, number, and grammatical function inside a sentence. In Arabic, third-person pronouns are distinctly gendered, exemplified by *huwa* (he) and *hiya* (she). Plural versions vary, including *hum* (masculine plural) and *hunna* (feminine plural).³⁹ This discovery corroborates with studies suggesting that grammatical gender constitutes a significant challenge for non-native Arabic learners.

From the standpoint of second language acquisition, such errors are prevalent in the initial phases of grammatical learning. Nonetheless, the difficulty intensifies in gender-homogeneous courses when exposure to masculine forms in genuine interactions is restricted. These linguistic challenges are also associated with pupils' inclination to memorise pronoun patterns instead of utilising them in communicative contexts. The intrinsic grammatical intricacy of Arabic poses difficulties for non-native learners

³⁸ A.R. Alshammari, “Analyzing Word Order Variation and Agreement Asymmetry in SVO and VSO Structures of Standard Arabic: Towards a Unified Account,” 2023, <https://doi.org/10.1080/23311983.2023.2268920>.

³⁹ M. Muassomah et al., “The Portrayal of Gender in the Arabic Construction,” 2022, <https://doi.org/10.36941/ajis-2022-0140>.

accustomed to gender-neutral pronoun systems.⁴⁰ Furthermore, the impact of the native language on non-Arabic learners speaking in Arabic frequently results in grammatical discrepancies, particularly in the improper adjustment of pronoun (*dhomir*) variations in both oral and written discourse.

The acquisition of pronouns in this female-only class encounters the obstacle of restricted contextual practice. Observations indicated that the class exercises were derived from textbooks that failed to offer students the chance to utilise *dhomir* in practical contexts. During the interview, the lecturer articulated:

“I try to train the students to engage in dialogue in class, but using huwa-hiya without direct interaction with the opposite gender is something they find difficult to grasp.” (L1).

Prior research in Arabic language instruction underscores that grammar acquisition is enhanced when learners engage in relevant communicative contexts. In the absence of such settings, grammatical forms may exist as abstract concepts rather than practical components of language utilisation. The results of this study demonstrate that the learning environment significantly influences students' comprehension of grammatical gender in Arabic.

Restricted Contextual Application

The third problem addressed in this study is the restricted chance for contextual practice. Approximately 60% of participants indicated that classroom activities frequently emphasised theoretical explanations above communicative practice. Observations indicated that numerous learning sessions prioritised the memorisation of pronoun forms and grammatical rules. While such explanations hold significance, they are inadequate for cultivating communication ability. Students indicated that they infrequently engaged in discussions utilising masculine pronouns within authentic communication contexts. Consequently, their comprehension remained predominantly theoretical. Language acquisition theories emphasise the significance of practice and contact in acquiring linguistic proficiency. Communicative language teaching methodologies underscore the necessity for substantive practice activities that enable learners to utilise grammatical structures in genuine circumstances.

⁴⁰ M.L. Chan, “Learning to Read in Hebrew and Arabic: Challenges and Pedagogical Approaches,” 2024, <https://doi.org/10.3390/educsci14070765>.

Engaging in writing exercises may assist learners in differentiating pronoun forms; nonetheless, enhancing speaking proficiency necessitates additional engaging teaching methods to guarantee comprehension of pronouns is attained.⁴¹ Prior studies demonstrate that language proficiency enhances when learners engage in genuine conversational environments. Conversely, the mere memorisation of patterns, such as *dhomir*, is insufficient to enhance learners' comprehension. Consequently, enhancing the precision of pronoun usage can be expedited by aligning it with authentic communication contexts. Practice enhances learner confidence, grammatical precision, and recall of linguistic structures. Self-confidence is a crucial element for learners to articulate their thoughts in Arabic.⁴²

Language acquisition practice, including Arabic, is conducted through both oral and written methods.⁴³ Oral exercise enhances verbal fluency in conveying ideas, whilst writing practice enables learners to compose texts or phrases utilising the suitable pronoun (*dhomir*) in the written context.⁴⁴ The implemented practice can facilitate error identification and enable incremental repairs. An integrative approach to acquiring pronouns can be attained through the combination of written and oral practice. A holistic approach encompasses the amalgamation of both written and spoken practice. Consistent practice can markedly enhance learners' fluency and grammatical precision. In gender-homogeneous classrooms, instructors must devise alternate tactics that replicate authentic conversation scenarios.⁴⁵ In the absence of such tools, students may encounter challenges in applying their grammatical understanding to effective communication.

Pedagogical Approaches for Instructing Arabic Pronouns

To tackle the aforementioned problems, lecturers employed several teaching tactics to mitigate the lack of male interaction models in the gender-homogeneous classroom. These tactics were created to underscore both the theoretical comprehension

⁴¹ R.A.M. Jarrah, "The Acquisition of Arabic and English Relative Clauses by L2 English and Arabic Learners," 2022, <https://doi.org/10.35516/HUM.V49I5.2776>.

⁴² Halimatus Sa'diyah, "Upaya Menumbuhkan Self-Confidence Berbicara Bahasa Arab Mahasiswa Melalui Grup Whatsapp," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 2, no. 2 (July 27, 2019): 149, <https://doi.org/10.35931/am.v2i2.119>.

⁴³ S. Zare, "The Effect of 'Pattern Practice in Translation' on Developing Persian Speaking Arabic Students' Writing Skill," 2020, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85082445758&partnerID=40&md5=0153b07f5a5212fdfd8351028db86b07>.

⁴⁴ N. Flores-González, "Interactive Teaching Strategies to Develop Oral Expression in a Foreign Language," 2022, <https://doi.org/10.33423/jhetp.v22i15.5563>.

of Arabic pronouns (*dhomīr*) and to enhance practical language application in communicative settings. The tactics encompassed role-playing exercises, the use of digital and AI-enhanced educational tools, and cooperative learning via group discussions.

Table 2 illustrates students' evaluations of the efficacy of the instructional tactics employed in teaching Arabic pronouns.

Table 2. Pedagogical Approaches Employed in Instructing Arabic Pronouns

Pedagogical Approach	Effectiveness of Strategy Usage (%)	Student Satisfaction Level (%)
Role Playing	65	60
Digital Media and AI	80	85
Group Discussion	70	75

This study indicated the utilisation of digital and AI-assisted learning tools as one of the most effective ways. Both professors and students indicated that digital media, including interactive movies, online dialogue simulations, and AI-driven language tools, effectively mitigate the lack of male interaction models. These tools enable students to examine instances of male and feminine pronoun usage within authentic discourse contexts. Moreover, digital learning platforms offer opportunity for repetitive practice, hence enhancing grammatical comprehension.

A further tactic noted in the classroom is role-playing exercises. In this practice, students are designated several roles in dialogue scenarios, including male characters. Students can practise employing masculine pronouns in contextual scenarios by modelling interactions with male interlocutors. These findings suggest that innovative pedagogical practices can somewhat mitigate the constraints of gender-homogeneous learning environments. Digital technology and communicative activities offer alternative educational models that enable students to engage in more authentic interaction scenarios.

Role-Playing Exercises

Role-playing activities were conducted by instructing female pupils to portray masculine roles in discussion scenarios. These scenarios encompassed commonplace circumstances, like dialogues on campus or in marketplaces. In this simulation, students

⁴⁵ Halimatus Sa'diyah and Ivan Alfian, "Whatsapp Small Groups sebagai Media Pembelajaran Maharah Al-Kalam di Masa DARING," *Arabia* 13, no. 1 (June 22, 2021): 1, <https://doi.org/10.21043/arabia.v13i1.10217>.

explored employing masculine pronouns in contextual communication. Nonetheless, numerous participants expressed a degree of discomfort while portraying male characters. A student elucidated:

"Portraying a male character enhanced my comprehension of pronouns, yet it remained somewhat peculiar." (S2)

Notwithstanding these constraints, role-playing continues to be an effective method for enhancing communicative competence, as it motivates students to actively employ language structures in simulated interactions. The role-playing scenarios were customised for environments including college dialogues, market interactions, and various other venues. Classroom observations indicated that, despite the discomfort female students experienced in portraying male characters, role-playing facilitated their comprehension of pronouns (*dhomir*) to some extent. A student disclosed during an interview:

"I grasped the distinction between dhomir mudzakar and muannats by embodying a male role; however, it felt peculiar as it remained merely a performance." (S3)

The student's assertion indicates the necessity for enhancing pedagogical approaches. Classroom observations suggest that the role-playing method aids pupils in distinguishing between feminine and male pronouns. Nonetheless, other problems arise in executing this method, including the discomfort experienced by students when embodying male personas, as they are unaccustomed to adopting a masculine demeanour. Role-playing activities necessitate significant engagement and focus from participants to effectively replicate communicative scenarios.

Moreover, students' enthusiasm to participate in role-playing activities was occasionally constrained, resulting in disruptions during the role-playing simulation. Motivation is essential for pupils to effectively acquire language skills in Arabic language learning.⁴⁶ The motivation of learners is enhanced by effective instructional design and positive interactions between the teacher and learners, as well as among the learners themselves.⁴⁷

Given that the student satisfaction percentage for the role-playing method was 60%, further instructional modifications may be required to enhance its efficacy.

⁴⁶ M.S.A. Yusoff and W.N. Wan Mohamed, "Motivation in Reading Arabic Literature Books among Students of Kelantan Religious Schools," 2020, <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85090029958&partnerID=40&md5=02839dcac8c42306b415579094f498f>.

Nonetheless, role-playing persists as an alternative in Arabic language acquisition, particularly in aiding pupils to become proficient speakers. Through role-playing, learners can emulate another individual based on the designated role and character outlined in the script or scenario. Role playing facilitates the establishment of a collaborative learning system by promoting interaction among participants during discourse. For learners who find it challenging to comprehend grammar independently, role-playing serves as a tool that can enhance their grasp of the subject matter.

Utilisation of Digital and AI-Based Learning Media

In this study, the strategy involving digital media and AI-assisted learning tools garnered the best student satisfaction rate at 85%. Instructional videos, animated conversations, and AI-generated conversational simulations were utilised to illustrate genuine interactions between male and female speakers. These internet resources enabled students to examine the application of masculine and feminine pronouns in more authentic circumstances, thus addressing the lack of male participants in the classroom.

Observations revealed that students exhibited heightened engagement and passion while utilising video-based and AI-enhanced materials for learning. A lecturer remarked:

“Following the viewing of the dialogue videos, students were better equipped to comprehend the distinctions in pronoun usage.” (L1)

This conclusion corroborates other research indicating that technology-enhanced language learning can enhance students' comprehension by offering visual and contextual representations of linguistic structures. Classroom observations revealed that students exhibited enhanced involvement and a better comprehension of Arabic pronouns when digital tools were utilised.⁴⁸ The speaker employed many digital tools, such as Arabic learning software, interactive films, and AI-driven dialogue simulations. These technologies allowed students to witness genuine exchanges between male and female speakers, thereby offering contextual exposure to the use of masculine and feminine pronouns.

Moreover, the utilisation of AI-driven chatbots and language learning tools like Duolingo equips students with resources to practice identifying appropriate pronouns for

⁴⁷ Isop Syafei, “Implikasi Teori Belajar Humanisme terhadap Pembelajaran Bahasa Arab / Implications of Humanistic Learning Theory on Arabic Language Learning,” *Loghat Arabi: Jurnal Bahasa Arab dan Pendidikan Bahasa Arab* 4, no. 2 (December 31, 2023): 331, <https://doi.org/10.36915/la.v4i2.166>.

⁴⁸ S.M. Khalil, “Toward Strategic EFL Learners: A Correlational Study Between Proficiency Level and Grammar Learning Strategies,” 2024, <https://doi.org/10.17507/jltr.1506.20>.

everyday dialogues.⁴⁹ The AI Chatbot can be configured to engage in dialogues, modifying the pronouns utilised, so offering an alternate conversational companion for pupils. Another benefit of the AI Chatbot is its capacity to deliver prompt feedback on errors committed.

From a psychological standpoint, these techniques alleviate social pressure during language practice, thereby bolstering students' confidence in the use of pronouns. The non-judgmental feedback facilitates student learning from mistakes within a supportive atmosphere, promoting continued practice and enhancement of pronoun usage without fear of shame or social pressure.⁵⁰ Research findings indicate that the utilisation of AI can effectively improve speaking practice, particularly regarding syntax and grammar. AI tools, including chatbots and interactive simulations, provide learners with a distinctive opportunity to engage in real-time discourse while obtaining corrected feedback. This approach enables learners to enhance their comprehension of grammatical structures, including pronoun usage, within a regulated setting, so augmenting their language ability.

The technique employed in the classroom for instructing on pronouns (*dhomir*) is the group discussion and participation model. This technique involves dividing students into many groups, with each group elucidating their comprehension of pronouns and their usage to the other groups. They engage in the practice of utilising pronouns both orally and in written form, with each group offering corrections in the event of errors.

Cooperative Learning and Group Discourse

Group discussion was employed as a way to promote collaborative learning. Students collaborated in small group exercises to develop dialogues and practise diverse pronoun forms. Collaborative learning fosters peer engagement and aids students in elucidating grammatical concepts through discourse. Prior research has demonstrated that small-group interaction can markedly enhance conceptual comprehension in educational settings.

Engaging in group discussions or collaborative learning has numerous advantages, such as enhancing connectedness and social engagement among students, hence alleviating nervousness when practicing pronouns in verbal communication. Furthermore, students can derive insights from the errors rectified by their peers, and

⁴⁹ M. Dongbo et al., "Intelligent Chatbot Interaction System Capable for Sentimental Analysis Using Hybrid Machine Learning Algorithms," 2023, <https://doi.org/10.1016/j.ipm.2023.103440>.

they can acquire contextual comprehension after employing the pronouns throughout their collaborative practice. This corresponds with the viewpoint articulated by a student during the interview:

“I find group conversations beneficial since they enable me to utilise pronouns accurately by observing their usage among my peers. I can acquire knowledge from their statements.” (S4)

Enhancing proficiency in Arabic has frequently employed group discussion or collaboration as an alternative pedagogical approach. Studies indicate that students comprehended Arabic literature more well following instruction through group discussions.⁵¹ It has been noted that speaking skills in starting sessions enhance when conducted in small groups.

Students' language abilities can be improved by cooperation, communication, collaboration, and the exchange of knowledge and experiences, particularly via group learning or discussions. Interaction transpires among students when the instruction of pronouns (*dhomir*) is conducted in groups. Group members assist one another to ensure that each individual comprehends the distinctions and employs pronouns (*dhomir*) in line with the rules of the Arabic language.

Conclusion

This study examined the obstacles and pedagogical solutions associated with teaching Arabic pronouns (*dhomir*) in gender-homogeneous intensive classes, specifically in female-only environments. The results indicate three primary issues encountered by both instructors and students: the lack of male students as interactional exemplars, students' struggles with differentiating masculine and feminine pronouns, and insufficient opportunities for contextual speaking practice. These issues illustrate how the gender mix of a classroom might affect the acquisition of grammatical constructs dependent on gender distinctions in Arabic.

The research indicated that the lack of male role models in female-only courses impacts students' confidence and their capacity to utilise grammatical knowledge in real-world communication scenarios. Consequently, students often depend more on theoretical memorisation than on the practical application of pronouns in interactive

⁵⁰ I. Naz and R. Robertson, “Exploring the Feasibility and Efficacy of ChatGPT3 for Personalized Feedback in Teaching,” 2024, <https://doi.org/10.34190/ejel.22.2.3345>.

⁵¹ M.S. Hoque et al., “Assessing Students’ Perception of the Effectiveness of Group Discussion in Improving Speaking Skills,” 2025, <https://doi.org/10.5430/wjel.v15n2p68>.

contexts. To tackle these problems, lecturers employed various adaptive teaching tactics, such as role-playing activities, collaborative group discussions, and the incorporation of digital and AI-based learning tools. Among these tactics, students regarded the use of digital media and AI-assisted applications—specifically chatbot-based dialogue simulations—as the most interesting and beneficial approach for comprehending pronoun usage. These technologies offered alternate interaction patterns that mitigated the lack of male participants in the classroom.

This study's findings indicate that Arabic language teachers in gender-homogeneous learning contexts should implement more participatory and technology-enhanced teaching methods. Digital simulations, role-playing situations, and collaborative learning activities can enhance contextual communication experiences for students, consequently augmenting their comprehension and confidence in utilising Arabic pronouns. This study possesses multiple drawbacks. The research was conducted in a singular Islamic university with a limited participant pool, thereby constraining the generalisability of the results. The study concentrated solely on female-only intense sessions, indicating that the findings may not comprehensively reflect other learning contexts, such as coeducational classrooms or non-intensive Arabic programs.

Subsequent study is thus advised to investigate the instruction of Arabic pronouns across diverse learning environments, encompassing gender-diverse classrooms and distinct institutional frameworks. Subsequent research may employ mixed-method approaches to investigate both students' perspectives and quantifiable learning outcomes associated with pronoun proficiency. This research would enhance the comprehension of successful methodologies for instructing Arabic grammatical structures in varied educational contexts.

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