



## Teaching Arabic to Specialists in the Digital Age: Strategies and Challenges

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### Abstract

In an era where the digital realm is redefining the boundaries of learning, the teaching of Arabic acquires new dimensions. This field targets specific audiences with distinct characteristics and complex linguistic needs. In particular, the instruction of Arabic to specialists faces a range of issues and challenges that require focused guidance and attention. This research paper aims to highlight the main issues, such as the diversity of learners' goals, needs, and motivations. The importance of e-learning and the methodologies for utilizing digital resources to enhance the effectiveness of Arabic language instruction in general with that for specialists and also for general life situations are underscored. Major challenges faced in this process, particularly in the Arab world are discussed. The findings of this study underscore the importance of integrating e-learning and digital tools in teaching Arabic to specialists and highlight the need for greater efforts to develop educational curricula. And recommendations for improving the outcomes of Arabic language education are provided.

**Keywords:** Arabic language instruction, Arabic for specialists, Curricula for teaching Arabic, E-learning for Arabic, Digital reality and teaching Arabic

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**Introduction**

The teaching of the Arabic language is witnessing rapid developments in the digital age, where technology has become an integral part of our daily lives. This digital transformation necessitates the integration of cultural and technological aspects to ensure the continuity and development of the language while preserving the cultural and civilizational identity of the Arab world. Therefore, it has become essential to consider adapting Arabic language teaching methods to modern technologies, contributing to improving the quality of education and expanding access to learners worldwide.

From the above observations, in regard to the concept of teaching Arabic to specialists, there has emerged a critical response to educating this group in ways that align with the fast-paced digital reality. The aim is to enable them to interact positively in their work environments and communicate more effectively with Arabic-speaking audiences. This requires the adoption of specialized teaching methods that meet modern era demands and professional aspirations. Despite the significant technological advancements, availability of advanced digital resources, and increased accessibility, teaching Arabic to specialists still faces many challenges.

The problem this research paper seeks to address is how the effectiveness of current curricula can be made to achieve the required linguistic competence among specialists and how technology can be used to enhance this educational process. Therefore, questions arise such as how supportive e-learning and digital tools could facilitate the development of curricula for teaching Arabic to specialists; what the main challenges are that might hinder this process; and, what the best strategies are to employ these technologies in developing educational curricula to meet the digital reality requirements.

This study aims to emphasize the integration of technology with the process of teaching Arabic to specialists and utilizing technology to meet contemporary demands. It also seeks to explore how to develop these methods to align with modern digital technology, analyze their impact on this process, and highlight the key features of employing modern technologies and e-learning in the teaching of Arabic to specialists. This includes identifying the characteristics and benefits of their use and determining the effectiveness in achieving their goals, along with attempting to provide

some effective suggestions and strategies to meet the digital world's requirements.

### **1. Two Main Types of Arabic Teaching**

Initially, it is essential to highlight the similarities and differences between the two main types of Arabic teaching: Arabic for life and Arabic for specialists. The first approach refers to teaching Arabic in general programs that include a diverse audience with various functions, characteristics, and interests, differing in many ways except for the one common factor that they learn the language to manage their daily life affairs in general. With this audience, the challenge is to determine specific linguistic needs related to general life situations (in the market, in the institute, in places of worship, in travel, and so forth).

The second approach is the modern trend to target specific audiences with particular characteristics and defined linguistic needs that require following a special scientific methodology in program preparation. This methodology is based on an accurate assessment of learners' needs, consideration of their orientations, and meeting their demand to learn Arabic in line with modern trends in foreign language teaching.

### **2. Concept of Teaching Arabic to Specialists Within Language Education**

Traditional language education focused on providing learners with a set of essential rules and skills needed by everyone, regardless of their specialization, needs, or scientific and practical fields. This field was recognized in the 1960s, and was initially limited to teaching English for special purposes and later evolving into English for specific purposes (ESP). Speaking of Arabic language teaching, and the needs of specialist teaching, the Arabic language has known this branch of education for non-native speakers since the early documentation of sciences in Arab culture. Scholars began establishing rules for teaching Arabic for religious purposes, particularly for those who converted to Islam and sought to learn Arabic to understand Islamic teachings. However, the teaching of Arabic extended beyond religious purposes to include political, commercial, scientific, and other objectives.

In our modern times, teaching Arabic to specialists is redefined. It involves utilizing the language education process to meet the learners' needs for specific purposes and aligning with their

academic and scientific specializations. This branch of education is defined as “a branch of teaching Arabic for specific purposes, directed at non-native speakers and included within the broader teaching of Arabic to non-native speakers.” It aims to equip learners with the linguistic capabilities, skills, and competencies necessary to excel in their specialization, be well-versed in their field of study, integrate into their academic environment, and express their thoughts and communicate effectively. At a minimum, it ensures correct expression, and ideally, it aspires to achieve high performance (Zaid, 2013).

Mohamed Achary defined teaching specialists as “a curriculum whose content is primarily determined by a pre-analysis of the learners’ communicative needs (Ashari, 1983, p. 116),” Thus emphasizing those learners’ needs and purposes are the main criteria for designing specific language courses. And, therefore, the educational institution’s role centers on the learners’ needs and interests.

To sum up, teaching language to specialists is a program where the content is academic, scientific, artistic, or professional, typically used for students specializing in certain fields or individuals in specific professions.

### **3. Purposes of Learning Arabic for Varying Needs**

The purposes of learning Arabic for non-native speakers vary according to the students’ needs. They differ significantly in their reasons for studying the language, which can be divided into two main categories:

#### **3.1 Studying Arabic for General Purposes**

Under this purpose, non-native students learn Arabic to communicate with Arabs in general life situations, such as booking a hotel room, talking to a taxi driver, or purchasing something. These students need proficiency in the four language skills: listening, speaking, reading, and writing, to complete the communication process.

### 3.2 Studying Arabic for Specific Purposes

This approach has become increasingly prevalent in teaching Arabic to non-native speakers. It aims to enhance the linguistic needs of learners in their respective specializations. This purpose can be further divided into several categories, including:

- **Religious Purposes:** Many non-native Muslim learners study Arabic to understand the Holy Quran and the teachings of the Prophet Muhammad. These students often include new Muslims or those who did not have the opportunity to study Arabic in their home countries. They attend Arab universities or Arabic language centers that offer suitable programs. Generally, these students are proficient in reading and writing but less skilled in speaking and listening.
- **Diplomatic Purposes:** Some non-native speakers study Arabic for political and diplomatic reasons, such as ambassadors, ministers, and other political professionals who need to communicate with Arabs, attend conferences, and participate in meetings. These learners focus on listening and speaking skills, with less emphasis on reading and writing.
- **Media Purposes:** Non-native students working in the media, such as broadcasters and journalists, study Arabic for media-related purposes. Educational programs for these learners focus on media language, such as in newspapers, magazines, and news bulletins. These students need to understand media Arabic to communicate with various Arab media outlets for work or study, with a particular focus on reading, listening, and speaking skills.
- **Academic Purposes:** Students who come to Arab countries for university education study Arabic to qualify for admission to these universities. Most of these students have completed their secondary education in their home countries, where Arabic was part of the curriculum.
- **Economic Purposes:** A significant number of learners study Arabic for commercial and economic reasons, such as buying, selling, and conducting business deals with Arabs. These students often focus on learning the local dialect of the Arab country with which they have commercial interests, such as Chinese students.

From the above, it is evident that teaching Arabic to specialists serves multiple purposes, aiming to enhance linguistic competence and effective communication in various fields. Developing these language skills not only improves specialists' professional performance but also increases their ability to interact with the Arab and global community confidently and effectively. Achieving these goals requires employing modern digital tools and developing innovative educational

curricula that keep pace with technological advancements and meet learners' needs, ensuring that Arabic remains vibrant and evolving, and continues to play a vital role in various specialized fields in the digital age.

#### **4. Methodologies for Teaching Arabic to Specialists in the Digital Age**

Teaching Arabic to specialists must be based on the comprehensive educational process, encompassing all its necessary components: curriculum with all its essential elements, a teacher with all their qualifications, and a learner with the interactions of their different personality dimensions (Ashari, 1983, p. 123). This curriculum cannot be the product of a single individual or a group in a specific field; rather, it requires collaborative efforts from political systems to academics in various fields, including linguists, psychologists, educators, sociologists, philosophers of education, thinkers, and religious scholars. The importance and precision of the curriculum become even more critical when it involves teaching Arabic to non-native speakers (Ashari, 1983, p. 124).

A thorough understanding of the methodologies for teaching Arabic to specialists and a practical vision for their development require adherence to standards and characteristics that primarily focus on analyzing the communicative needs and communicative ability in specific academic or professional fields within a given timeframe. This necessitates that the teacher employs appropriate teaching methods. Features include:

##### **4.1 Precise Analysis of Learners' Communicative Needs**

This involves analyzing learners' needs before engaging in the teaching and learning process to ensure that the development efforts align with and are enriched by these needs (Rushdi Ahmad, 2003, p. 98). Sheikh Yusuf Khalifa Abu Bakr emphasizes that one of the fundamental principles of teaching languages for specific purposes is the analysis of students' needs and the determination of their expected linguistic activities. Based on these needs, the objectives of language teaching are defined, and curricula are designed to achieve these objectives (Yusuf Khalifa, 1990, p. 2). These needs were categorized into two types (Al-Lahham, 1997, p. 35):

– **Objective Needs:** These pertain to the nature of the linguistic situation and the linguistic operations involved. The linguistic situation includes the participants (listeners, speakers, and

audience), the relationship between them, and the spatial and temporal context of the situation. Linguistic operations include the functions of linguistic activity in the situation and the linguistic means used. For example, the professional needs of workers for using appropriate Arabic in their field require preparing vocabulary, structures, and expressions related to their specific work conditions, such as direct communication with others, both orally and in writing.

– **Subjective Needs:** These relate to the learners' personal goals and purposes. For instance, a learner with professional goals prioritizes listening and comprehension skills, followed by speaking and then reading, with writing coming at a later stage. In contrast, a learner with academic goals prioritizes listening and comprehension skills, followed by reading and writing for summarization, and then speaking.

From this perspective, teaching language to specialists must consider the issue of “communication” or “interaction,” as this branch of language teaching focuses on facilitating communication among specialists through language. This is an indicator of their ability to communicate in various professional contexts.

#### 4.2 Focus on Communicative Ability

Communicative ability encompasses various types of linguistic communicative capabilities, which divides into three types (Ashari, 1983, p. 135):

– **Linguistic Ability:** This is the knowledge of the vocabulary, grammar, structures, and phonological aspects of the language.

– **Socio-linguistic Ability:** This involves understanding the rules of language use in daily life to achieve communicative goals. Sheikh Yusuf Khalifa views socio-linguistic ability as the knowledge of using vocabulary and structures in a way that achieves communication according to social conventions and the norms established by each social, professional, or occupational class.

– **Strategic Ability:** This is the ability to use linguistic and non-linguistic means to ensure the continuity of communication, which may collapse if any issue arises in linguistic or socio-linguistic ability.

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#### 4.3 Flexibility in Teaching Methods

It must be acknowledged from the outset that it is challenging to define a single, unified method for teaching Arabic to specialists. The backgrounds, purposes, and motivations of this process

have led to the emergence of various methods, such as the grammar-translation method, the direct method, the reading method, the audio-lingual method, the audiovisual method, the communicative method, the total physical response method, the silent method, the suggestopedia method, and the natural approach (Abdullah, 2008, p. 32). However, “indicators can be established for a method that helps the teacher achieve the maximum possible objectives of the curriculum while allowing the teacher to innovate and follow the appropriate method for the learners’ conditions and purposes. It is also essential to avoid wasting time on linguistic analyses or discussing non-linguistic issues unrelated to the specific purpose of the teaching (Yusuf Khalifa, 1990, p. 32).”

For instance, the needs of a historian who requires Arabic to understand the nation’s heritage and ancient documents are different from those of a tourist who needs to communicate verbally. Similarly, a university student who needs Arabic to listen to lectures, read references, and summarize notes has different requirements. Each of these groups necessitates a different teaching method, and the teacher must recognize this reality and adopt the appropriate method.

While the previous standards are associated with the two critical elements in the educational process—the learner and the method—it is also essential to focus on the teacher. The teacher needs proper training and experience in teaching Arabic to specialists. Mahmoud Ismail Sini believes that “the teacher is the most crucial element of the educational process due to their role in influencing both the material and the student. A good teacher can improve the educational material and boost students’ morale (Mahmoud Ismail, 1980, p. 8).” Therefore, a successful teacher is the cornerstone of a successful program. This requires proper training and preparation to ensure the goals are achieved efficiently and effectively.

In conclusion, preparing teachers for teaching Arabic for specific purposes is as important as developing the curriculum, teaching methods, and analyzing learners' needs. All elements of this crucial process are interconnected.

## **5. Approaches to Teaching Arabic to Specialists**

The approach to teaching Arabic to specialists can be a significant and necessary step toward



fulfilling the growing desire to learn Arabic. This approach is considered an integral part of new trends in teaching modern foreign languages. It is a modern approach to language teaching that focuses on the learner, their needs, and the situations they will encounter. It combines three key approaches:

### **5.1 Educational Approach**

The primary focus of this approach is on the learner. In the context of teaching Arabic to specialists, such as diplomats, academics, or professionals in various fields, it is essential to address their specific needs through:

#### **5.1.1 Needs Assessment**

A comprehensive assessment should be conducted to determine learners' proficiency in Arabic and their professional goals. This involves understanding whether they need to improve academic writing skills, comprehend legal or literary texts, etc. Identifying these needs helps design a tailored educational program for them.

#### **5.1.2 Encouraging Self-Learning**

Provide advanced educational materials and multiple resources, such as e-books, academic articles, and specialized websites, that learners can independently refer to enhance their learning.

#### **5.1.3 Increasing Motivation**

Focus on linking educational content to the specialists' areas of interest by offering specialized texts in economics, politics, or Arabic literature, making learning more engaging and beneficial.

### **5.2 Linguistic Approach**

This approach emphasizes the situations in which the learner will use the language. Specialists need to use Arabic in specific professional scenarios, and education should be adapted to meet these needs through:

- **Teaching Context:** Designing educational scenarios that mimic real-life situations specialists might encounter, such as conducting formal conversations, preparing professional reports, or giving presentations in Arabic.
- **Practical Practice:** Organizing activities that simulate professional scenarios, such as role-playing sessions including job interviews, business meetings, or academic discussions. Using authentic materials (e.g., legal documents, journalistic articles, or literary works) can be highly beneficial to support this practice.

### 5.3 Skill-Based Approach

This approach focuses on designing linguistic situations that help learners master language skills and perform well, developing basic language skills to meet specialists' needs through:

- **Practical Training:** Providing intensive opportunities to practice basic language skills through specialized activities such as preparing research reports, writing academic articles, or conducting professional interviews. Modern teaching techniques such as simulations and multimedia can be used to enhance these skills.
- **Assessment and Feedback:** Conducting detailed and accurate feedback sessions to help learners improve their linguistic performance. Organizing periodic evaluation sessions that include oral presentations and writing specialized reports, providing detailed feedback.
- **Integration of Skills:** Designing educational activities that combine various language skills in professional contexts, such as preparing an academic paper (which requires reading, writing, speaking, and listening skills) or summarizing scientific articles and presenting them orally.

Applying the above approaches accurately and appropriately to meet specialists' needs can significantly contribute to developing their linguistic capabilities and achieving their professional goals more effectively.

## 6. E-Learning and Its Effectiveness in Teaching Arabic to Specialists

E-learning serves as an effective means when modern and advanced technologies are applied through the development of technological programs that align with the adopted educational system. Significant advancements in information technology, computer techniques, and communications—including the expansion and spread of the internet and the emergence of various applications—provide substantial opportunities for leveraging these tools in teaching Arabic to specialists. In this digital age, education experts strive to harness these technologies to establish a flexible and interactive educational system, supported by modern software that keeps pace with the rapid changes in the technological world.

With the advent of modern technology, experts in teaching Arabic to specialists must understand its role in “enhancing the educational process to achieve its goals, such as facilitating the transfer, copying, sharing, and presentation of educational content.” This has made it easier for learners to

access information in various ways, at any time they need it. Among the most significant of these technologies are educational websites, which have become a prominent option for providing effective solutions by offering interactive materials, programs, and curricula tailored to the needs, goals, levels, and circumstances (Ramishi Rabia, 2022, p. 159) of those interested in learning and teaching Arabic.

E-learning represents “a form of distance education, also known as non-traditional learning, using modern communication tools such as computers, networks, and multimedia.” This method has proven capable of addressing several educational challenges. The emergence of internet technology has brought a substantial shift in distance education, transforming it from a less significant field to a necessary and evolving method in many universities worldwide (Ramishi Rabia, 2022, p. 159).

E-learning relies on electronic media for "communication, information reception, skill acquisition, and interaction between teacher and learner." It eliminates the need for school buildings or classrooms, connecting learners through advanced electronic means and remote communication networks. It has become an essential aspect of contemporary education systems, integrated into curricula across various educational stages to equip learners with the skills to use electronic devices, particularly computers (Qader, 2020, pp. 118-119).

Utilizing e-learning in teaching Arabic to specialists offers several significant advantages in the digital age:

- **Expanding Access to Arabic Learning:** E-learning enables specialists in different countries and regions to access high-quality educational programs without geographical constraints.
- **Flexibility in Scheduling:** Learners can access educational materials at times convenient for them, increasing schedule flexibility and facilitating continuous language learning despite personal and professional commitments. This flexibility also encourages self-directed learning.
- **Integration of Modern Technologies:** E-learning incorporates interactive media and smart learning tools, such as educational videos, interactive activities, and augmented reality, to enhance the learning experience and simulate real-life scenarios specialists may encounter

professionally. It allows specialists to communicate with trainers, teachers, and peers through chat platforms and forums to discuss topics and practice Arabic.

– **Up-to-date and Specialized Content:** E-learning provides updated and specialized educational content that meets the needs and aspirations of specialists in various fields.

– **Immediate Evaluation Systems:** These systems offer instant feedback on learners' performance, helping them continuously improve their language skills.

The above points underscore the importance of e-learning as a fundamental tool in teaching Arabic to specialists, enabling exceptional and sustainable learning outcomes that meet the linguistic and professional needs of specialist learners.

## **7. Challenges in Teaching Arabic to Specialists in the Arab World in the Digital Age**

Teaching Arabic to specialists in the Arab world faces several challenges, which can be categorized into general and specific challenges:

### **7.1 General Challenges**

These challenges hinder the development of an effective and comprehensive digital content for teaching Arabic and highlight the key issues that need to be addressed to achieve a successful digital transformation in this vital field. These challenges include:

#### **7.1.1 Societal and Scientific Challenges**

Arabic language education for specialized purposes suffers from several fundamental challenges that negatively impact its effectiveness and spread. One such challenge is the lack of encouragement from the local community, where insufficient attention is given to learning Arabic for specialized purposes like medicine, law, and the humanities and social sciences. This lack of support can reduce the availability of specialized educational resources and restrict the spread of effective educational programs in these fields.

Additionally, there is a challenge from the lack of motivation among foreigners to learn Arabic, as they often prefer to use their native languages in their professional and academic fields instead of resorting to Arabic. This lack of motivation negatively affects the demand for educational programs and resources available in Arabic, reducing investment in their development and updating to meet the needs of specialized markets.

Moreover, the field of scientific research in this area is witnessing a significant decline, with many

research efforts relying on personal endeavors rather than systematic scientific methodologies. This decline can negatively affect the development of educational curricula and programs necessary for learning Arabic for specialized purposes, limiting the progress and development of this field amid increasing needs and modern technological advancements.

### **7.1.2 Technical Challenges in Developing Effective Arabic Digital Content**

In the context of developing Arabic digital content, technical challenges emerge as major factors hindering the achievement of desired effectiveness and success. There is a shortage of advanced technical skills required to develop effective Arabic digital content. Arab developers often lack advanced skills in design, programming, and information technology, which limits their ability to create and produce advanced digital content that meets quality and educational effectiveness standards. This shortage hinders the development of innovative educational applications and platforms that align with modern Arab educational needs.

### **7.1.3 Lack of Specialized Educational Curricula, Programs, and Applications in Teaching Arabic**

The need to develop specialized curricula, programs, and educational applications in Arabic is a fundamental challenge facing digital education in the Arab world. Teachers and students face many obstacles that limit the effectiveness of digital learning. There is a clear shortage of educational programs and applications suitable for the linguistic and cultural characteristics of Arabic speakers. Most current applications are either aimed at other languages or insufficiently tailored for Arabic, leading to weak interaction and participation from learners and negatively affecting their ability to deeply and continuously understand content. This limits their ability to use technology to enhance their linguistic and cognitive skills, placing an additional burden on teachers to provide these resources or utilize existing ones, even if they lack the necessary experience in using modern educational software.

### **7.1.4 Integration of Digital Technologies with Traditional Educational Curricula in Teaching Arabic to Specialists**

The content of developed educational applications may not be compatible with traditional curricula. Thus, the process of coordinating them requires significant efforts in programming and

education to ensure that digital educational tools and applications align with the educational goals and adopted curricula. This challenge involves providing an educational environment that combines technology and traditional education in a way that enhances the quality and effectiveness of education.

## **7.2 Specific Challenges**

In addition to the general challenges facing Arabic language education in the digital age, there are also specific challenges related to the characteristics of the language itself and its integration with modern technologies. These challenges require special attention due to their direct impact on the effectiveness of Arabic language teaching and the quality of available digital content. These include (Qader, 2020, p. 119):

### **7.2.1 Difficulties Related to the Arabic Language and Its Terminology**

Most Arab countries speak in colloquial dialects, which affects the teaching of Arabic. Much Arabic digital content includes a vast amount of colloquial speech in different dialects, with dialects often being used in online Arab forums at the expense of correct classical Arabic. This emphasizes the need to rehabilitate this Arabic content and extract the useful scientific and educational material.

### **7.2.2 Challenges Related to Standards of Arabic Use in Computing**

Particularly concerning natural language processing (NLP) in Arabic, such as machine translation, which can support the ability to electronically translate foreign scientific content and books into Arabic. Currently, there are no machine translation systems for Arabic capable of achieving entirely accurate and robust results, necessitating the creation of a strong translation system and encouraging research in this field.

### **7.2.3 Difficulties Related to Effective and Quick Information Retrieval**

The lack of strong information processing and retrieval systems that simulate Arabic language and are used to index websites in search engines and digitize Arabic documents and correct grammatical writing has made it difficult to access educational and scientific texts and positive Arabic content. This issue impacts e-learning for the Arabic language.

## **8. Ways to Achieve Effectiveness in Teaching Arabic to Specialists in the Digital Age**

Overcoming the difficulties and challenges that hinder the process of teaching Arabic to specialists

in the digital age requires taking a series of measures and applying specific strategies to achieve the desired goals. Below are some suggestions and approaches:

### **8.1 Raising Awareness and Promoting Local and International Cooperation**

Raising awareness and promoting local and international cooperation in the field of teaching Arabic to specialists in the digital context through adopting strategies and initiatives that emphasize the importance of understanding and recognizing the significant value of learning Arabic for specialized purposes. These efforts include various aspects, such as educating local and international communities about the importance of using Arabic in specialized academic and professional fields like medicine, law, and the humanities. This also involves organizing media campaigns and educational seminars to highlight the benefits of using Arabic in scientific and professional communication, encouraging cultural and technical exchange with countries and international institutions to transfer knowledge and technologies in the field of teaching Arabic, and launching joint projects to develop advanced educational software and applications that support Arabic for specialized purposes.

Furthermore, local cooperation between educational institutions, governments, and scientific and academic bodies can be pursued to develop and implement specialized educational programs in Arabic and support local initiatives aimed at developing educational curricula and digital resources in Arabic.

In the above context, it is also important to emphasize the enhancement of linguistic and cultural belonging for students and learners studying Arabic for specialized purposes, supporting initiatives that contribute to a deep understanding of Arabic linguistic and cultural heritage. The integration of all these efforts can contribute to building a digital educational infrastructure that supports Arabic as a specialized language and enhances the use of technology to improve the quality of education and training in various fields.

### **8.2 Developing Advanced Educational Programs for Teaching Arabic to Specialists**

Here it is necessary to create and develop educational programs and resources based on modern technology to effectively enhance the learning of Arabic for specialized purposes. This can be

achieved through the adoption of advanced technology and providing technical and technological support using the latest technologies such as virtual reality, augmented reality, and artificial intelligence to offer enhanced and customized educational experiences tailored to each learner's needs. Additionally, providing ongoing technical support for learners and teachers to resolve technical issues and facilitate access to educational resources, as well as offering a comprehensive system for evaluating their performance and providing immediate feedback, helps in improving learning and developing skills throughout educational courses.

It is crucial to create specialized content focused on the specific uses of Arabic in fields such as medicine, law, commerce, and the humanities, with diverse educational tools and resources. This content should be designed in accordance with international standards in language and education fields, which allows for expanded interaction between teachers and learners in the same specialization and conducting live discussions and collaborative national and international projects online.

### **8.3 Providing Incentives and Enhancing Learning Opportunities**

This can be achieved by taking measures to motivate learners and increase their opportunities for effective and engaging learning. Encouraging the idea of sustainability in language learning and continuous improvement of language skills and making consistent use of educational resources. Offering training courses, workshops, and continuous development opportunities in various fields related to Arabic for specialized purposes helps improve skills and technical and professional knowledge. Interactive learning opportunities in an educational environment that encourages live discussions and interaction between students and teachers through e-learning platforms play a significant role in increasing learner engagement and the success of their educational experience.

### **Conclusion**

In conclusion, it can be emphasized that rapid technological developments necessitate adapting Arabic teaching methods for specialists to the constantly evolving digital reality. This study highlights the importance of utilizing technology to improve the quality of education and expand its reach, contributing to achieving the required linguistic competence among specialists and enabling them to interact effectively in their work environments.



Despite the challenges facing the teaching of Arabic to specialists, the integration of cultural and technological aspects offers promising opportunities to develop advanced educational curricula that align with modern aspirations. By identifying the main challenges and presenting effective strategies for employing modern technologies, we can enhance the educational process and ensure the continuity and development of the Arabic language, serving the cultural and civilizational identity of the Arab world.

The findings of this study underscore the importance of integrating e-learning and digital tools in teaching Arabic to specialists and highlight the need for greater efforts to develop educational curricula that align with the demands of the digital age. Implementing the proposals and strategies presented in the study requires extensive collaboration between educational institutions, governments, the private sector, and academic bodies, focusing on enhancing the technical and linguistic skills of specialists learning Arabic and developing suitable technological infrastructure to create a comprehensive educational environment. This will contribute to developing the linguistic and professional skills of learners and ensure the continuity and development of the Arabic language in a rapidly changing global context.

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