

## ARABIC LANGUAGE EDUCATION FROM A MULTILINGUALISM PERSPECTIVE

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### Abstract

Arabic language education is often implemented as a single-language learning process, despite the fact that many learners live in multilingual environments. This condition raises an important question regarding how multilingual perspectives can contribute to the understanding and development of Arabic language education. Therefore, this study aims to identify the conceptual relationship between language education and multilingualism, analyze how multilingual perspectives are applied in Arabic language learning based on previous studies, examine the contribution of multilingual competence to the effectiveness of Arabic language learning, and synthesize research findings related to the relationship between Arabic language education and multilingualism. This research employs a Systematic Literature Review (SLR) method to analyze academic literature discussing language education, Arabic language learning, and multilingualism. The data were collected from various scholarly publications, including journal articles and academic books, which were selected based on relevance to the research topic. The analysis was conducted by organizing and synthesizing findings from previous studies in order to identify conceptual patterns and relationships among the examined themes. The findings reveal that multilingualism plays a significant role in shaping Arabic language education by enabling learners to utilize their existing linguistic knowledge as cognitive resources in acquiring Arabic. The interaction between multiple languages facilitates comprehension, communication, and cross-linguistic awareness in the learning process. In conclusion, the integration of multilingual perspectives provides an important conceptual framework for understanding and developing more effective Arabic language education in multilingual learning environments.

**Keywords:** Arabic, Language Education, Multilingualism



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## INTRODUCTION

The development of studies in Language Education in the global era indicates that the ability to use more than one language has become an essential competence in the learning process (Anggraeni & Mukhlis, 2023; Partono dkk., 2021; Rifa’i, 2021). In this context, the perspective of Multilingualism views the diversity of languages possessed by learners as a potential learning resource that can support the acquisition of new languages (Aisyah & Kholik, 2026; Bantani dkk., 2025; Kholifah & Ambarwati, 2025). However, in the practice of Arabic Language Education, the integration of multilingual perspectives remains relatively limited. Many Arabic language learning practices are still dominated by monolingual approaches that position Arabic as the only medium of instruction without utilizing other languages already mastered by learners (Hidayat, 2022; Nasution & Anggara, 2024). This condition reduces the potential transfer of linguistic knowledge from learners’ first language or other languages to support Arabic language learning. Furthermore, the learners’ mother tongue or national language, which could function as a cognitive bridge for understanding the structure and meaning of Arabic, is often not systematically utilized in the learning process. On the other hand, scholarly studies that specifically synthesize the relationship between Arabic language education and multilingual approaches are still limited. Therefore, this situation indicates the need for a deeper examination of the relationship between Arabic language education and the perspective of multilingualism.

Various studies in the fields of Applied Linguistics and Language Education indicate that multilingual approaches have significant potential in improving the effectiveness of foreign language learning (Irafany & Divanggi, 2025; Utik Kuntariati dkk., 2024). Research on second language acquisition emphasizes that learners’ prior linguistic knowledge can serve as an important foundation for understanding new language systems through linguistic transfer and metalinguistic awareness (Haryani dkk., 2025; Mu’in & Hidayat, 2025; Simatupang dkk., 2025). However, most existing theories and studies primarily focus on the learning of international languages such as English, while studies specifically addressing the implementation of multilingual approaches in Arabic language education remain relatively limited. This situation creates a gap between the development of multilingualism theory in general language education and the actual practice of Arabic language learning in various educational institutions. Furthermore, many existing studies are partial in nature and have not provided a comprehensive synthesis regarding how multilingualism can be systematically applied in Arabic language learning contexts. Therefore, the existing body of literature indicates that although the concept of multilingualism has developed widely within language education studies, current theoretical frameworks have not yet fully addressed the challenges of implementing such approaches within the context of Arabic language education.

Based on the aforementioned background, this study aims to provide a more comprehensive understanding of the relationship between Arabic Language Education and the perspective of Multilingualism within the context of language education. Specifically, this study seeks to identify the concepts and approaches of multilingualism that have been developed within language education scholarship. In addition, this study aims to analyze how multilingual perspectives have been implemented in Arabic language learning based on findings from previous research. Another objective of this study is to examine the contribution of multilingual approaches to the effectiveness of Arabic language learning, both in terms of linguistic understanding and the development of learners’ communicative competence.

Furthermore, this study seeks to synthesize various research findings related to the relationship between Arabic language education and multilingualism in order to construct a more comprehensive conceptual framework. Through this effort, the study is expected to provide a systematic overview of how multilingual approaches can be utilized to improve the quality of Arabic language learning in contemporary educational contexts.

Based on the empirical facts and literature review presented earlier, this study is grounded in the argument that integrating the perspective of Multilingualism into Arabic Language Education has significant potential to improve the effectiveness of language learning processes. In increasingly multilingual societies, learning approaches that utilize the various languages possessed by learners can help them understand Arabic concepts more deeply and contextually. Furthermore, the use of learners' first language and other languages in the learning process may strengthen linguistic awareness and enhance learners' analytical abilities in understanding language structures. Therefore, this study assumes that a multilingual approach can serve as a relevant pedagogical strategy to address the limitations of the monolingual approach that has long dominated Arabic language instruction. By conducting a systematic review of the literature, this study is expected to generate a synthesis of knowledge that provides both theoretical foundations and conceptual recommendations for the development of Arabic language learning that is more adaptive to the linguistic realities of learners in the global era.

The concept of Language Education refers to a field of study within educational sciences that specifically examines the processes of language learning, acquisition, and the development of linguistic competence in both formal and informal educational contexts. Language education does not merely focus on the mastery of linguistic structures of a language but also emphasizes communicative competence that enables individuals to use language effectively in various social and academic situations (Marpaung, 2024; Marpaung & Pulungan, 2025; Siregar dkk., 2025). From the perspective of modern education, language education is understood as a pedagogical process that integrates linguistic, cognitive, social, and cultural aspects within language learning. This means that language learning is not solely intended to memorize vocabulary or understand grammatical rules, but also to develop communicative competence that allows learners to interact meaningfully in real-life contexts. Furthermore, language education is closely related to the development of linguistic awareness, which helps learners understand how language functions as a tool of communication as well as a medium for shaping cultural identity. Therefore, language education can be understood as a systematic process designed to develop learners' language abilities comprehensively, encompassing understanding, usage, and reflective awareness of language itself.

In practice, Language Education can be manifested through various forms and approaches that evolve according to learning needs and the socio-cultural context of learners. One of the main forms of language education is first language learning, which focuses on developing the linguistic abilities that learners have acquired since early childhood. In addition, there is also second or foreign language learning that aims to expand learners' communicative competence in global contexts (Alfarisy, 2021; Dalle dkk., 2025). Within the development of language education theory, numerous pedagogical approaches have been introduced to enhance the effectiveness of language learning, such as the communicative approach, task-based learning, and socio-cultural approaches to language teaching. These approaches emphasize the importance of using language in authentic communicative situations so that learners can understand the functional aspects of language more realistically. Furthermore, the manifestation of language education can also be observed in the integration of digital technology, the use of interactive learning media, and the implementation of collaborative learning strategies that encourage interaction among learners. Consequently, language education represents a dynamic field that continues to evolve in response to changing

communication needs and the advancement of language learning theories in educational contexts.

Arabic Language is one of the major international languages that plays an important role in religion, knowledge, culture, and global communication. This language belongs to the Semitic language family and possesses distinctive linguistic characteristics in terms of phonology, morphology, syntax, and lexical systems (Liyana dkk., 2025; Romadhan dkk., 2023). In the educational context, Arabic is not only studied as a means of communication but also as a language of knowledge that has played a significant role in the intellectual tradition of Islamic scholarship. Consequently, the study of Arabic is often associated with the understanding of classical and modern texts that serve as primary sources in various fields of Islamic studies. Moreover, Arabic functions as an official language in numerous countries and is also recognized as one of the working languages used in international organizations. From the perspective of language education, Arabic is generally considered a foreign language for most learners in non-Arab countries, which means that its teaching requires systematic and contextually relevant pedagogical approaches. Therefore, Arabic should be understood not merely as a linguistic system but also as a medium of communication, a source of knowledge, and a bridge connecting cultures within the global community.

In its development, Arabic Language demonstrates various forms and manifestations that reflect the diversity of its functions and usage within society. One of the main categorizations within Arabic is the distinction between Classical Arabic, Modern Standard Arabic, and the various regional dialects used in everyday communication across Arabic-speaking societies (Anjani & Tatang, 2025; Efendi & Makhisoh, 2023; Nasarudin dkk., 2025). Classical Arabic is primarily used in religious texts and classical literature, whereas Modern Standard Arabic is commonly employed in formal communication such as media, education, and official intergovernmental communication. Meanwhile, Arabic dialects develop naturally within local socio-cultural contexts and are frequently used in daily interactions among speakers. In the context of education, these variations of Arabic have important implications for the teaching strategies applied in the classroom. Arabic language education in many institutions generally focuses on Modern Standard Arabic because it is considered the most relevant form for formal and academic communication. Therefore, understanding the diversity and manifestations of Arabic language forms becomes an essential aspect of designing effective and contextually appropriate teaching approaches for learners.

The concept of Multilingualism refers to the ability of individuals or communities to use more than one language in their daily lives (Ita dkk., 2023; Saptadi dkk., 2024; Yusnia dkk., 2022). In the fields of linguistics and language education, multilingualism is considered a social and cognitive phenomenon that reflects the interaction of multiple linguistic systems within a speaker. Individuals who live in multilingual environments typically possess the ability to switch from one language to another depending on the communicative context they encounter. Moreover, multilingualism is closely related to the development of metalinguistic awareness, enabling individuals to understand the relationships between the languages they know. In educational contexts, multilingualism is not only understood as the ability to use several languages separately but also as the capacity to integrate linguistic knowledge from different languages to support the acquisition of new languages. Consequently, multilingualism is increasingly viewed as a valuable linguistic resource in modern language education. By utilizing the various languages that learners possess, language learning processes can become more effective, contextual, and reflective of the multilingual realities of contemporary societies.

In linguistic and language education studies, Multilingualism can be categorized into various forms that reflect how individuals utilize multiple languages in social and academic contexts. One form is individual multilingualism, which refers to a person's ability to use several languages in everyday communication. In addition, there is societal multilingualism,

which describes communities where multiple languages are used in social interaction, education, and economic activities. In educational contexts, multilingualism can also be manifested through instructional approaches that integrate the use of first language, second language, and foreign languages within the teaching and learning process. Such approaches enable linguistic knowledge transfer between languages, allowing learners to understand the structure and meaning of new languages more effectively. Moreover, multilingual practices in education can also be observed through translanguaging, a pedagogical strategy that allows learners to utilize their entire linguistic repertoire during learning activities. Therefore, the various manifestations of multilingualism demonstrate that the use of multiple languages in educational settings should not be viewed as a barrier, but rather as a valuable resource that can enrich the language learning process.

## RESEARCH METHOD

This study employs a library-based research design using the Systematic Literature Review approach. Systematic Literature Review (SLR) is a structured and rigorous method used to identify, evaluate, and synthesize findings from relevant studies related to a predetermined research objective. In this study, primary data consist of scholarly literature that directly addresses issues such as the limited integration of multilingual perspectives in Arabic language learning, the dominance of monolingual teaching approaches, the underutilization of learners' first language or other linguistic resources in Arabic language classrooms, and the absence of systematic literature synthesis regarding the relationship between Arabic language education and multilingual approaches. These primary sources include peer-reviewed journal articles, conference papers, and empirical studies discussing the interaction between multilingualism and language learning processes. In addition to primary sources, secondary data include broader literature related to the main research keywords, including Language Education, Arabic Language, and Multilingualism. These secondary data are derived from academic books, scholarly journals, and previous research studies that provide conceptual and contextual support for the analysis.

This study focuses on examining issues related to Arabic Language Education within the framework of Multilingualism. The primary object of this research lies in several interconnected problems found in contemporary Arabic language learning contexts. First, the integration of multilingual perspectives in Arabic language education remains limited, even though learners in many educational environments are naturally exposed to multiple languages. Second, instructional practices in Arabic language classrooms are still largely dominated by monolingual approaches that position Arabic as the sole medium of instruction without systematically incorporating other languages known by students. Third, the first language or other languages possessed by learners are rarely utilized as learning resources that could facilitate comprehension and linguistic transfer in the process of acquiring Arabic. Finally, there has been a lack of systematic synthesis of academic literature that specifically explores the relationship between Arabic language education and multilingual approaches. These issues indicate a significant gap between the linguistic realities of multilingual learners and the pedagogical practices commonly applied in Arabic language instruction. Therefore, this research aims to investigate these issues through a structured examination of existing academic literature.

The theoretical foundation of this study is built upon several interconnected conceptual frameworks that guide the analysis and interpretation of the collected literature. The first framework is derived from Language Education, which examines the processes of language learning, teaching, and acquisition within both formal and informal educational settings. Within this perspective, language is not only viewed as a linguistic system but also as a medium of communication, a tool for cognitive development, and a means of cultural identity

formation. In the context of foreign language learning, including Arabic, communicative and contextual approaches are considered essential for developing learners' language competence. The second theoretical framework is based on Multilingualism, which refers to the ability of individuals or communities to use more than one language in daily communication. Within language education, multilingualism emphasizes that knowledge of multiple languages can mutually reinforce and enrich linguistic competence. The third framework concerns Arabic Language Education as an academic discipline that aims to develop four core language skills: listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). In modern pedagogical perspectives, Arabic language education emphasizes not only grammatical knowledge but also communicative and contextual competence. Integrating multilingual perspectives into Arabic language education therefore allows learners' first language, second language, and the target language to interact dynamically during the learning process, facilitating linguistic transfer, metalinguistic awareness, and communicative competence development.

The research process in this study follows the structured procedures commonly applied in Systematic Literature Review. The first stage involves formulating clear and specific research questions that guide the scope and direction of the literature search. After defining the research questions, the researcher develops a research protocol that outlines the search strategy, inclusion and exclusion criteria, and methods of data analysis. The inclusion criteria specify that selected studies must be relevant to Arabic language education, multilingualism, or language education contexts, while exclusion criteria eliminate studies that do not directly address the research objectives. Data collection is conducted through systematic searches in multiple academic databases and digital repositories using predetermined keywords related to Arabic language education and multilingualism. Once potentially relevant studies are identified, the researcher performs a screening process to determine their relevance and eligibility. The selected studies are then subjected to quality assessment to ensure their academic reliability. Following this evaluation stage, the researcher performs data extraction by identifying key information from each study, including research objectives, methodologies, findings, and implications related to multilingual perspectives in Arabic language learning.

The data obtained from the selected literature are analyzed using a content analysis technique. Content analysis is a qualitative analytical approach that involves systematically examining textual data in order to identify patterns, relationships, and meaningful information within the collected materials. In this study, the content analysis process begins with an in-depth reading of each selected article or document to understand its central arguments and research findings. The researcher then categorizes relevant information according to thematic aspects related to language education, Arabic language learning practices, and multilingual approaches in education. Through this process, patterns and recurring themes across different studies can be identified and interpreted. Furthermore, the analysis also focuses on understanding how multilingual perspectives are conceptualized and applied within Arabic language education contexts. By synthesizing these patterns, the study aims to generate a comprehensive interpretation of the relationship between multilingualism and Arabic language education. Ultimately, the content analysis approach enables the researcher to organize diverse research findings into a coherent synthesis that contributes to the development of conceptual insights and practical implications for multilingual-oriented Arabic language pedagogy.

## RESULTS AND DISCUSSION

The results of the literature review reveal that a significant number of academic studies discuss the concept and development of Language Education in relation to the processes of teaching, learning, and acquiring languages in formal and non-formal educational contexts. The collected literature includes scholarly articles, academic books, and research reports that

describe language education as an interdisciplinary field integrating linguistic theory, pedagogy, and social interaction. Many studies highlight that language education focuses not only on the mastery of linguistic structures but also on the development of communicative competence among learners. The reviewed literature also indicates that language education research frequently addresses aspects such as language pedagogy, curriculum design, language acquisition, and instructional strategies. Furthermore, numerous sources emphasize the importance of contextual learning environments, where language learning occurs through meaningful interaction and communication. In addition, the literature often discusses the relationship between language education and cultural understanding, suggesting that language learning also involves the development of intercultural awareness (Amro & Iversen, 2025). Overall, the collected data demonstrate that language education literature provides extensive conceptual and pedagogical perspectives that explain how languages are taught, learned, and developed within educational systems.

The reviewed literature explains that the development of Language Education has evolved alongside broader changes in educational theory and language pedagogy. Many academic sources describe how language education has shifted from traditional grammar-based instruction toward more communicative and learner-centered approaches. These approaches emphasize the role of language as a tool for interaction rather than merely a system of grammatical rules. The literature also explains that effective language education requires integrating linguistic knowledge with communicative practice so that learners can apply their language skills in real-life situations. Several studies included in the review describe the implementation of communicative language teaching, task-based learning, and contextual language instruction as key pedagogical approaches in modern language education. Additionally, the literature explains that language learning is influenced by cognitive, social, and cultural factors that shape how learners acquire and use language. These explanations collectively show that contemporary language education research increasingly recognizes the complexity of language learning processes and the importance of designing instructional strategies that support learners' communicative development in diverse linguistic contexts.

The data derived from the literature on Language Education demonstrate several connections with the realities identified in the research problems. The reviewed sources show that language education theories generally emphasize communicative competence, contextual learning, and the integration of learners' linguistic resources during the learning process. However, the literature also describes that in many educational contexts, language instruction practices do not always fully reflect these theoretical principles. In the case of Arabic language learning, several studies included in the literature indicate that classroom practices often remain focused on structural language instruction and limited communicative interaction. The reviewed data also describe that although language education theory acknowledges the importance of utilizing learners' existing linguistic knowledge, its application in specific language learning contexts varies considerably. These descriptions reveal that the theoretical developments within language education literature provide conceptual foundations that relate to the research problems concerning the limited integration of multilingual perspectives and the continued dominance of monolingual teaching practices in Arabic language education settings.

The literature reviewed in this study also presents extensive discussions concerning the characteristics and educational functions of the Arabic Language. The collected studies describe Arabic as a language belonging to the Semitic language family with distinctive phonological, morphological, and syntactic structures. Many academic sources emphasize that Arabic holds an important position in religious, cultural, and intellectual traditions, particularly within the context of Islamic scholarship. The literature further describes that Arabic language learning has long been integrated into educational institutions such as schools, universities, and religious learning centers. Several reviewed sources also highlight that Arabic language education commonly focuses on the development of four core language skills: listening,

speaking, reading, and writing. In addition, the literature often describes the existence of different forms of Arabic, including Classical Arabic, Modern Standard Arabic, and various regional dialects used in everyday communication (Younes et al., 2025). These studies collectively provide descriptive information regarding the linguistic features, educational roles, and global presence of Arabic as an important language in academic and cultural contexts.

The reviewed literature explains that the teaching of the Arabic Language in educational contexts is shaped by both linguistic characteristics and socio-cultural factors. Many studies describe that Arabic language instruction traditionally emphasizes the understanding of grammatical structures and textual interpretation, particularly in contexts related to religious education. However, other literature sources explain that modern approaches to Arabic language teaching increasingly incorporate communicative and contextual methods to support learners' ability to use the language in practical communication. The literature also explains that the presence of multiple varieties of Arabic, including Classical Arabic, Modern Standard Arabic, and colloquial dialects, influences how the language is taught in educational settings. In many cases, Modern Standard Arabic is selected as the primary instructional variety because it is widely used in formal communication and academic writing. These explanations found in the literature demonstrate that Arabic language education involves a combination of linguistic knowledge, communicative practice, and cultural understanding within its instructional framework.

The data obtained from the literature on Arabic Language Education show several descriptive connections with the realities highlighted in the research problems. Many reviewed sources describe that Arabic language instruction in numerous educational institutions tends to emphasize structural and textual mastery of the language. The literature also notes that instructional practices often prioritize grammatical analysis and reading comprehension of texts written in Modern Standard Arabic. Additionally, several studies included in the literature describe that the role of learners' native languages or other linguistic resources is often limited in Arabic language classrooms. These descriptions indicate that the practices documented in the literature reflect educational contexts where Arabic is frequently taught through approaches that focus primarily on the target language. The reviewed data therefore illustrate a situation in which the linguistic characteristics and instructional traditions of Arabic language education are connected with the broader issues discussed in the research problem concerning the dominance of monolingual instructional practices and the limited integration of multilingual perspectives.

The literature collected in this study also contains extensive discussions concerning the concept and educational implications of Multilingualism. Many of the reviewed sources describe multilingualism as the ability of individuals or communities to use more than one language within their daily social and communicative activities. The literature further describes that multilingualism is a common phenomenon in many societies where individuals regularly interact using multiple languages depending on social contexts and communicative needs. Numerous studies included in the review also describe multilingualism as a linguistic repertoire that allows speakers to draw upon different languages for communication, learning, and cultural expression. Additionally, the literature often discusses multilingualism in relation to educational contexts, where learners may possess a first language, additional languages, and a target language studied in formal schooling. These studies provide descriptive data showing that multilingual environments are widely present in contemporary educational systems and that learners often bring diverse linguistic backgrounds into the classroom.

The reviewed literature explains that Multilingualism is frequently associated with cognitive, social, and educational processes that involve the interaction of multiple languages. Several studies explain that multilingual individuals often develop the ability to shift between languages according to different communicative contexts. Other sources describe how multilingual environments contribute to the development of metalinguistic awareness, allowing

individuals to recognize similarities and differences between languages they know. The literature also explains that multilingual educational settings often involve the interaction of learners' first language, second language, and additional languages during the learning process. Furthermore, many studies describe pedagogical practices that utilize learners' existing linguistic knowledge as part of language learning strategies. These explanations found in the literature highlight the dynamic relationship between multiple languages in shaping communication and learning experiences.

The descriptive data derived from the literature on Multilingualism demonstrate several connections with the realities described in the research problems. The reviewed studies describe multilingual environments as common educational contexts where learners possess diverse linguistic backgrounds. The literature also documents that multilingual perspectives in language learning involve the interaction of multiple languages within educational processes. However, several studies included in the review also describe that the application of multilingual approaches varies significantly across different language education contexts. In particular, the literature indicates that the integration of multilingual perspectives is more widely discussed in relation to widely taught international languages, while fewer studies specifically address multilingual approaches in Arabic language education. These descriptions found in the literature therefore illustrate how the concept of multilingualism is present in academic discussions while the systematic integration of multilingual perspectives within Arabic language learning contexts remains an area that continues to receive limited attention in scholarly research.

Table 1. Research Findings

| Research Objective                                                                                                                                 | Research Objective                                                                                                                                 | Research Objective                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Identifying the concepts and approaches of multilingualism in language education                                                                   | Identifying the concepts and approaches of multilingualism in language education                                                                   | Identifying the concepts and approaches of multilingualism in language education                                                                   |
| Analyzing how multilingual perspectives are applied in Arabic language learning based on previous research                                         | Analyzing how multilingual perspectives are applied in Arabic language learning based on previous research                                         | Analyzing how multilingual perspectives are applied in Arabic language learning based on previous research                                         |
| Examining the contribution of multilingualism to the effectiveness of Arabic language learning                                                     | Examining the contribution of multilingualism to the effectiveness of Arabic language learning                                                     | Examining the contribution of multilingualism to the effectiveness of Arabic language learning                                                     |
| Synthesizing research findings related to the relationship between Arabic language education and multilingualism to develop a conceptual framework | Synthesizing research findings related to the relationship between Arabic language education and multilingualism to develop a conceptual framework | Synthesizing research findings related to the relationship between Arabic language education and multilingualism to develop a conceptual framework |

The findings of this study indicate that the concept of language education in the context of multilingualism emphasizes the integration of multiple linguistic competencies in the learning process. The literature reviewed demonstrates that language education is not merely oriented toward mastering a single language, but rather toward developing communicative

competence that allows learners to navigate diverse linguistic environments. Within this framework, Arabic language education appears as part of a broader system of language learning where students may already possess linguistic backgrounds such as their mother tongue and national or international languages. Consequently, the reviewed studies consistently highlight that multilingual perspectives enable Arabic language learning to be positioned as an additional linguistic resource rather than as an isolated subject. In this regard, multilingualism provides an educational context that encourages the interaction between languages, which in turn shapes how Arabic is taught and learned in contemporary educational settings.

When compared with previous research, the present study demonstrates a more integrative perspective regarding the relationship between multilingualism and Arabic language education. Earlier studies generally focused on the effectiveness of Arabic language pedagogy through specific instructional strategies or linguistic approaches. However, the literature synthesized in this research indicates that multilingualism functions not only as a pedagogical strategy but also as a conceptual framework that redefines the position of Arabic within a multilingual learning environment. This distinguishes the current research from prior works that often treat Arabic language learning independently from other linguistic competencies (Kawafha & Al Masaeed, 2023). By emphasizing the interaction among languages within educational contexts, this study contributes a broader analytical lens that situates Arabic language education within the dynamics of multilingual language acquisition.

The results of this research reflect the growing recognition of multilingual competence as a valuable resource in language education. The findings suggest that multilingualism offers a meaningful perspective for understanding how learners process and acquire additional languages such as Arabic. Through the interaction of multiple linguistic systems, learners may draw upon their existing language knowledge to facilitate comprehension, vocabulary acquisition, and communicative practice (Sahrani et al., 2025). This reflection indicates that the objectives of the research—namely identifying multilingual concepts, examining their application in Arabic language education, and exploring their contributions to learning effectiveness—are closely related to the broader educational shift toward recognizing linguistic diversity as an asset in the learning process.

The implications of these findings extend to several dimensions of language education. From a pedagogical standpoint, the results suggest that Arabic language instruction may benefit from incorporating multilingual approaches that recognize students' prior linguistic knowledge. Such approaches may encourage the use of comparative linguistic strategies, translanguaging practices, and cross-linguistic awareness in classroom activities. From a theoretical perspective, the findings contribute to the development of a conceptual framework that integrates multilingualism into the discourse of Arabic language education (Sopian et al., 2025). Furthermore, the results provide insights for curriculum development, teacher training, and educational policy by emphasizing the importance of multilingual competence in shaping effective language learning environments.

The emergence of these findings can be understood through the nature of language acquisition itself, which inherently involves cognitive interactions between different linguistic systems. In multilingual contexts, learners often transfer linguistic knowledge from previously acquired languages to newly learned ones. This process allows similarities in grammar, vocabulary, or discourse structures to support comprehension and language production. Therefore, the effectiveness of Arabic language learning within a multilingual perspective may be attributed to the cognitive advantages that arise from cross-linguistic interaction (Soviniz et al., 2025). Additionally, educational environments that acknowledge linguistic diversity tend to promote greater learner engagement and confidence, which further enhances the language learning process.

Based on the findings of this research, several actions can be considered in order to strengthen the integration of multilingual perspectives in Arabic language education. Educational institutions may develop curricula that explicitly incorporate multilingual strategies and encourage the interaction between Arabic and other languages known by students. Teacher training programs may also emphasize the importance of multilingual awareness in classroom instruction, enabling educators to utilize students' linguistic backgrounds as learning resources (Tang & Calafato, 2021). Furthermore, future research may explore empirical investigations that examine the practical implementation of multilingual approaches in Arabic language classrooms. Through these actions, the conceptual relationship between multilingualism and Arabic language education can be translated into practical educational innovations.

## CONCLUSION

One of the most striking findings of this study is the realization that Arabic language education cannot be fully understood when it is positioned as an isolated linguistic discipline. Surprisingly, the systematic review of the literature reveals that the effectiveness and development of Arabic language learning are closely intertwined with multilingual competence possessed by learners. Rather than functioning as a standalone subject, Arabic language education appears to operate within a dynamic network of languages that learners already know or are simultaneously acquiring. This finding highlights that multilingualism is not merely a supporting element in language education, but a foundational perspective that reshapes how Arabic language teaching and learning are conceptualized. The interaction between linguistic systems enables learners to utilize their prior language knowledge as cognitive resources, thereby transforming the process of Arabic language acquisition into a more interconnected and adaptive learning experience.

This research provides meaningful contributions to both theoretical and practical developments in the field of language education. From a theoretical perspective, the study offers a synthesized conceptual framework that connects the discourse of language education, Arabic language studies, and multilingualism within a single analytical perspective. Such integration enriches the academic discussion by demonstrating that Arabic language education can be examined through the broader lens of multilingual learning theory. From a practical standpoint, the findings highlight the potential for implementing multilingual-oriented pedagogical strategies in Arabic language classrooms. Educators and curriculum developers may benefit from recognizing learners' diverse linguistic backgrounds as valuable resources for facilitating language acquisition. Consequently, this study contributes to expanding the pedagogical paradigm in Arabic language education by emphasizing the constructive role of multilingual competence in the learning process.

Although this study provides a comprehensive synthesis of literature through a systematic literature review approach, its scope is limited to the analysis of previously published academic works. As a result, the findings primarily reflect patterns and insights derived from existing scholarly discussions rather than direct observations of classroom practices. This characteristic should not be considered a weakness; instead, it indicates an important opportunity for further research. Future studies may extend this work by conducting empirical investigations, such as classroom-based experiments, case studies, or mixed-method research that examine how multilingual perspectives are practically implemented in Arabic language learning environments. Such research would deepen the understanding of how multilingualism operates in real educational contexts and would further strengthen the conceptual framework connecting Arabic language education with multilingual learning practices.

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