

# Insights on the Importance of Positive Education in Facilitating the Process of Teaching Arabic to Non-Native Speakers

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## ABSTRACT

This research looks at how using positive education with technology helps teach and learn Arabic to speakers of other languages. In positive education, attention is given to students' emotions, personal motivation and ability to cope, all of which play a big role in students' involvement and learning at school. For Arabic students, positive education provides a nurturing environment that allows them to handle the obstacles they meet when picking up a new language. The work demonstrates that advancements in education like apps, platforms and smart systems can be used well in Arabic teaching. They allow students to learn interactively and the content can be adapted to meet what each person wants. In this study, approaches from current books were combined by analyzing their contents without collecting research data. According to the study, using technology makes the Arabic language learning process more inclusive, appealing and centered on students. It is consistent with the educational beliefs of today which stress innovation, collaboration and giving learners responsibility for their own growth. Yet, for this integration to work well, schools must ensure that teachers know how to use technology, that their infrastructure is both present and solid and that proven teaching techniques are taught. For results that are both sustainable and meaningful, the study suggests training for educators, a technology-integrated redesign of curricula and production of engaging teaching resources. It thanks researching if learning Arabic could be enhanced with artificial intelligence and virtual reality technologies. Ultimately, combining positive education with recent technological tools offers new ways for Arabic learning that motivates, involves and improves the academic results of non-native Arabic speakers.

**Keywords:** Arabic Language Teaching, Educational Technology, Interactive Learning, Non-Native Speakers, Positive Education.

## INTRODUCTION

Today's rapid changes in education make teaching Arabic to those who speak other languages both rewarding and challenging. Because of globalization and fast technological development, tools and approaches aimed at students now hold greater importance. In this situation, positive education is proven to help students engage more and succeed better at learning a new language. Additionally, the use of new digital tools improves this practice by adding interactive features that suit modern learners.

Besides academics, positive education practices are focused on developing life skills like sticking with a task, remaining hopeful and understanding others' feelings. Joshi and Khan (2024) say that positive education connects traditional classroom subjects with ideas from positive psychology to enhance students' well-being, including their feelings, resilience and mental health. It supports a full range of education for children, handling both their mental growth and their emotional well-being (Oyeniya, 2024). The method is especially significant for non-native speakers since there are barriers to learning a new language in their minds. So, including positive education in Arabic language classes can improve how students feel about learning and themselves.

At the same moment, digital tools and platforms have brought major improvements to the way we learn. Users of digital learning platforms can learn from any educational resource at any time and place (Panbuselvan, 2024). Alternative forms of course materials and interactive tools, found online, help different students with learning and focus on their strengths (Cserkó et al., 2024). Today, e-learning systems, multimedia applications, mobile devices and e-books make it possible for teachers to use more individual, flexible and involved teaching methods. With these new methods, educators can shape learning around learner needs, so each student can learn their own way.

The research looks into how using educational technology with positive education can benefit the teaching of Arabic to those who do not speak it. The goal is to show how using emotional and cognitive strategies together with educational technology can make learning access better. Thus, this paper recommends an Arabic language teaching method that involves all students, is flexible and matches the needs of today's learners.

## LITERATURE REVIEW

### Positive Education

According to positive education, students achieve through lessons learned in school and also through improving their emotional, social and mental health. These activities help students develop traits such as patience, a good attitude, kindness and better emotional skills needed for life and for learning. When learning language, positive education helps give learners more confidence and encourages them to keep trying through potential difficulties. According to research, improving well-being can result in better enjoyment of learning new languages which is highly necessary for good results (Proietti Ergün & Ersöz Demirdağ, 2023). Creating a good learning environment highlights teacher participation, plenty of resources, a relaxing classroom and diversity. As a result, students develop strength-based knowledge, remain motivated and receive advice for better learning, all of which benefit their growth both in and outside school (Habsy et al., 2023). This means praising students positively, making sure the classroom is mentally safe and giving students a chance to communicate their feelings. With this method, learners may develop confidence in using the language and not be afraid to make mistakes.

### Integration of Technology in Arabic Language Learning

New technology has created new opportunities for learning Arabic. It is predicted that using artificial intelligence and virtual reality will further improve and deepen the language learning process (Vaishnav, 2024). Moreover, new digital technology has improved teaching methods, making them more friendly to students and interactive. Thanks to digital pedagogy, teachers now use blended learning, flip their classrooms and try models where students take the lead in their learning (Sowmya & Hoblidar, 2024). Thanks to gamification and project-based learning, acquiring a language is now more fun and interactive, matching different people's learning methods. Duolingo, Busuu, Mango, Memrise, along with websites like "Riwaq" and "Taleek," make learning fun by using AI, instant feedback and adding rewards for successful work.



Figure 1: Smart applications for language learning

Technology also helps teachers connect better with non-native Arabic learners by providing steady and engaging exposure to the language while studying grammar, vocabulary and speaking skills. It is expected by

Zourez (2024) that greater education technology use will increase communication between teachers and students and bring about more team learning activities. For these reasons, students can create better connections and benefits from their learning. Besides, because of technology, lessons can be customized to fit each person's learning speed and help students from various backgrounds. Also, technology supports the connection of cultural values in Arabic language teaching, increased student motivation and improved understanding (Sari & Sangidu, 2025). We can do this by using documentaries, short films, music and interactive recordings. By using them, learners can discover how the language is organized and also learn about native-speaking communities' values.

### Application of Edgar Dale's Cone of Experience Theory in Language Teaching

Edgar Dale's (1969) "Cone of Experience" theory is a conceptual framework that categorizes learning experiences based on their level of abstraction, ranging from direct, concrete experiences to abstract symbols. This theory explains that younger learners benefit more when they interact with ideas using multiple audiovisual techniques. The arrangement given in this theory suggests that students' grasp of knowledge is better when their learning happens with examples they can relate to (Dash, 2023).

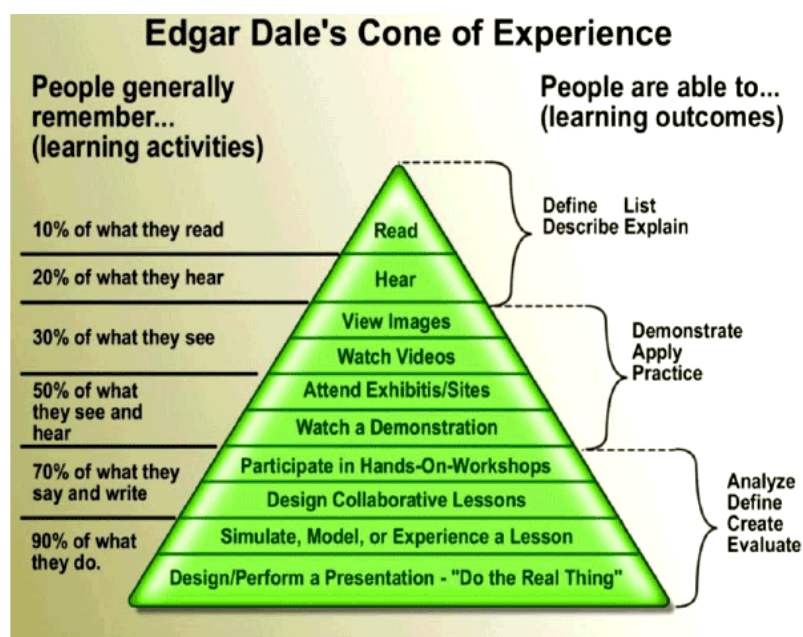


Figure 2: Edgar Dale's Cone of Experience (1969)

Role-play, simulating everyday talks and using video materials in Arabic dictionaries help Arabic students get to grips with the language. It fits with the growing popularity of task-based learning in foreign language teaching. The findings of the study on the Visualization, Auditory, Kinesthetic (VAK) model suggest that using visual and kinesthetic methods strongly enhances narrative writing ability in language education (Kusumawarti & Subiyantoro, 2020). The successful use of this theory urges teachers to come up with lessons that interest and involve students. Ge and Lai (2021) emphasized that applying the core principles of multimedia design is essential, as this approach aligns with how the brain processes information within the cognitive system. By having both visual and written information, students experience reduced mental effort, useful learning and a clear understanding of the topic. This leads me to integrate Dale's Cone of Experience with modern multimedia methods to help teach Arabic to non-native learners.

## METHODOLOGY

The study uses a descriptive-analytical and conceptual method to match positive education theory with current technology in Arabic language teaching. This research design uses concepts from existing theories and experiments to understand the subject, not collecting its own data. Articles for the study were collected through formal online searches on Google Scholar and through archives at universities. To generate a full and useful discussion, the analysis combined qualitative content analysis and theory synthesis methods. The study

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## FINDINGS AND DISCUSSION

The research results point out that when applied thoughtfully, technology-based learning is very effective. Current technology is essential for developing new educational programs that fit with recent curricula, especially in the study of Arabic languages. This agrees with past research which notes that technology helps boost the effectiveness of teaching. For example, the findings of Elshafey et al. (2024) illustrate that advanced technology drives better student understanding and involvement, support new initiatives and address the needs of students differently—mainly within primary and secondary schools, helping to ensure quality teaching.

Because of technology, teachers can support their lessons and non-native speakers can easily find extra resources to make Arabic easier to learn. Furthermore, incorporating different kinds of technology into lesson activities greatly increases students' capacity to understand and retain knowledge. New technologies help teachers instruct more productively because they allow access to digital tools, support online classes and encourage interactive learning (Mubaroq & Ilham, 2023). The new approach has changed teachers from lecturers to guides, making learning more meaningful and making it simpler to talk with parents about their children.

Students can quickly use learning materials at their convenience and stay engaged in the process through apps, digital quizzes and videos for education. This makes it possible to focus on student-centered, pleasing and participatory ways of learning today. It also encourages students to learn languages that used to be seen as tough and requiring too much time.

It became clear that teachers should take advantage of all technological tools to help students learn. Modern technology enables information to be provided and may also help teachers design lessons that are suitable, flexible and relevant to students (Santos et al., 2024). For Arabic language learners, using technology adds extra interest by including audio and visual materials, games and links to real Arabic resources. It increases both understanding and the enthusiasm and motivation of learners. Because of this, utilizing technology correctly in schools and universities is necessary to boost the effectiveness of teaching Arabic now and in the future.

## CONCLUSION AND RECOMMENDATIONS

Generally, it was found that technology-based education significantly increases how effective learning Arabic can be for people who do not know it. It both supports lessons and encourages more active, well-organized and student-led teaching. We must apply modern information technology throughout our curriculum and learning activities to satisfy what students currently need and want. This covers the use of online resources, apps and multimedia tools designed to make Arabic learning more useful.

Even so, whether technology is successful in education is affected by teachers' understanding of technology, access to infrastructure and how it is applied in lessons. Consequently, some important suggestions for better technology use in Arabic language learning should be highlighted.

Another point is that teachers must be given comprehensive and continuous training in employing the newest educational technologies. Its goal is for teachers to use technology correctly, foster creative learning and encourage the active use of technology in their classroom. It is also important to focus on forming the right digital settings in educational organizations. If students can use high-speed internet, modern gadgets and educational software, technology-based learning will be both extensive and for all.

In addition, the curriculum design for Arabic should purposely integrate technology to match what students need in the 21st century. For example, it means developing resources that encourage both teachers and students to use different types of media.



Along with the practical advice mentioned, research should be done to analyze carefully how technologies like AI, VR and digital games help in learning Arabic. Course teams can examine how these technologies influence students' motivation, their grades and their interactions with learners from different countries. In the future, studies might also focus on how these technologies are used in different learning situations and with different approaches.

It is believed that the results and suggestions from this study will play a useful role for educators, policymakers and researchers when they plan new approaches for teaching Arabic that match today's educational technology.

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