

The Role of Arabic Learning Applications in Teaching and Everyday Use: An Analytical Study

Peran Aplikasi Pembelajaran Bahasa Arab dalam Pengajaran dan Penggunaan Sehari-hari: Sebuah Studi Analitis

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Abstract

The research addressed an important aspect of modern technology in teaching the Arabic language and facilitating its use for all groups that rely on it. This aspect is represented in the Arabic language applications available on smartphones. This is a new study that lacks previous literature, to the best of the researcher's knowledge. The research aims to: 1) Identify the advantages of Arabic language applications on smartphones; 2) Identify the characteristics of Arabic language applications on smartphones; 3) Clarify the obstacles facing Arabic language applications in contributing to its teaching and facilitating its use; 4) Identify the technical and scientific standards that serve the Arabic language through smartphone applications; 5) Identify the quality aspects of Arabic language applications on smartphones. The research used the content analysis method, which focused on classifying the content of applications into content categories and problem categories. It reached important results, including: Many Arabic language and science applications on smartphones provide many functions, represented by educational functions, advisory functions, and constructive functions. Arabic language and science applications are characterized by organized and diverse content that includes grammar, syntax, explanation of meanings, and facilitation of letter writing and pronunciation. Some Arabic language and science apps suffer from several problems, such as accompanying ads and difficulty dealing with complex ads.

Keywords: Apps, Smartphones, Arabic, Education, Standards.

ملخص

تناول البحث بالدراسة جانبا مهما من التكنولوجيا الحديثة في تعليم اللغة العربية وتيسير التعامل معها لجميع الفئات التي تعتمد عليها، وتمثل هذا الجانب في تطبيقات اللغة العربية المتاحة على الهواتف الذكية، وهي دراسة جديدة لا تتوفر فيها الأدبيات السابقة في حدود علم الباحثة وهدف البحث إلى: (١) التعرف على مزايا تطبيقات اللغة العربية على الهواتف الذكية، (٢) التعرف على خصائص تطبيقات اللغة العربية على الهواتف الذكية، (٣) توضيح المعوقات التي تواجه تطبيقات اللغة العربية للمساهمة في تعليمها وتسهيل استخدامها، (٤) التعرف على المعايير التقنية والعلمية التي تخدم اللغة العربية من خلال تطبيقات الهواتف الذكية، (٥) التعرف على جوانب الجودة في تطبيقات اللغة العربية على الهواتف الذكية، استخدم البحث منهج تحليل المحتوى والذي ركز على تصنيف محتوى التطبيقات إلى فئات المضمون وفئات الشكا، وتوصل إلى نتائج هامة منها، توفر العديد من تطبيقات اللغة العربية والعلوم على

الهواتف الذكية العديد من الوظائف المتمثلة في الوظيفة التعليمية والوظيفة الإرشادية والوظيفة الإنسانية. تتميز تطبيقات اللغة العربية والعلوم بمحتوى منظم ومتنوع يشمل النحو والإعراب وشرح المعاني وتسهيل كتابة الحروف ونطقها. تعاني بعض تطبيقات اللغة العربية والعلوم من عدة مشاكل، مثل الإعلانات المصاحبة لها وصعوبة التعامل مع الإعلانات المعقدة.

الكلمات المفتاحية: التطبيقات، الهواتف الذكية، اللغة العربية، التعليم، المعايير.

Introduction

Information technology has imposed itself in multiple fields of knowledge, political, economic, social, cultural and educational, and considering its characteristics since its inception and development, it can be said that it has provided a lot in terms of the process of dissemination, development and ease of circulation.¹ Among the various means of information technology, we find smart phones, which have become the most desired means in terms of uses and satisfactions achieved from them, as they are widespread among all groups without exception and meet their multiple desires in art, sports, fashion, education and entertainment.²

There are many Arabic language applications available on Android smartphones through the Google Play Store service³. They are diverse in terms of the supervisory body, specialization, type of categories they are directed to, the language used, and display methods. With this diversity, they provide a great service to the Arabic language and its sciences, in terms of teaching it to native and non-native speakers.

This research came to focus on these applications and study them in terms of form, content and quality, through an available and updated research sample for the year 2024 that is chosen in a regular random manner to achieve the objectives that the paper aspires to, which are represented in identifying the characteristics of Arabic language applications on

¹Elise Berlinski dan Jérémy Morales, "Digital technologies and accounting quantification: The emergence of two divergent knowledge templates," *Critical Perspectives on Accounting* 98 (1 Januari 2024): 102697, <https://doi.org/10.1016/j.cpa.2023.102697>.

²Franziska Weber dkk., "705 - SHORT-TERM EFFECTIVENESS OF A SMARTPHONE-ASSISTED TRAINING AND EDUCATION PROGRAM FOR PEOPLE WITH HIP AND/OR KNEE OSTEOARTHRITIS: A MULTICENTRE RANDOMIZED CONTROLLED TRIAL," *Osteoarthritis and Cartilage*, Abstracts from the 2025 OARSI World Congress on Osteoarthritis, 33 (1 April 2025): S488, <https://doi.org/10.1016/j.joca.2025.02.713>.

³Mina Ramzy dan Bahaa Ibrahim, "User satisfaction with Arabic COVID-19 apps: Sentiment analysis of users' reviews using machine learning techniques," *Information Processing & Management* 61, no. 3 (1 Mei 2024): 103644, <https://doi.org/10.1016/j.ipm.2024.103644>.

smartphones, identifying their functions, identifying the technical and scientific standards that serve Arabic language applications on smartphones, and finally clarifying the obstacles to their use in education and management of the Arabic language.

The importance of the research stems from the important elements that make up its title, which are multiple. The prominent element is the Arabic language, which is a language honored by the revelation of the Holy Quran, preserved by its preservation. It is also a language spoken by millions of people spread throughout the world, so every speaker must be keen on learning, teaching, and spreading it as much as possible.⁴ As for the second element, which is smart applications, they are also important due to the multiple characteristics that distinguish them, including speed, impracticality, synchronicity, multimedia, and others, and ease of acquisition and use.⁵ They contribute to teaching the Arabic language to its speakers and non-speakers, which helps to spread it in all different regions of the world, regardless of their races and civilizations, and then facilitate dealing with it in a way that is described as simple at all times and complex at other times.⁶

The importance of the research also lies in the practical value it carries in rationalizing the use of smartphones owned by all social classes, including children, men, and women, an effective rationalization in light of the crowding of general and specialized information, especially information related to entertainment, such as games, musical and artistic materials, and fashion, which distracts everyone from the language, learning it, and teaching it.

The research is considered one of the new researches that link Arabic language phone applications to its teaching and ease of use. The researcher did not find previous studies for the research, and was satisfied with some literature to help set limits for some terms, and clarify the functions and characteristics of smart phone applications to serve the Arabic language, as the available material was dropped and dealt with to be consistent with the title of the research.

The research belongs to descriptive studies and the survey method is considered one of the basic methods used to achieve its objectives. It is usually used in every research

⁴"InfectA-Chat, an Arabic Large Language Model for Infectious Diseases: Comparative Analysis," *JMIR Medical Informatics* 13 (1 Januari 2025), <https://doi.org/10.2196/63881>.

⁵Muhammad Rizal, Syihabuddin Syihabuddin, dan Mad'ali Mad'ali, "Evaluasi Pembelajaran Bahasa Arab Dengan Memanfaatkan Aplikasi MiSK," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 3, no. 2 (31 Juli 2021): 199–213, <https://doi.org/10.21154/tsaqofiya.v3i2.77>.

⁶Moh Zulkifli Paputungan dkk., "Pengembangan Aplikasi Mobile Untuk Pembelajaran Bahasa Arab Dengan Pendekatan Kontekstual," *Al-Kilmah: Jurnal Pendidikan Bahasa Arab Dan Humaniora* 3, no. 1 (8 Juni 2024): 1–15, <https://doi.org/10.58194/alkilmah.v3i1.1858>.

activity that aims to collect quantitative data about a specific social situation or a specific topic and examine its various aspects⁷. The researcher used the content analysis tool, which was known by many researchers, the most famous of which is Berelson's definition, which describes it as: "One of the research methods used to describe the apparent content or explicit content of media material in an objective and quantitative description"⁸. According to this definition, the following categories were identified: the application type category, the application release year category, the application explanation language category, the application's association with the Internet service provider category, the number of downloads category, and the number of likes category. Quality standards categories include: the responsible party standards category, the accuracy standards category, and the content update standards category.

Results and Discussion

Result

The researcher reached the following results through extrapolating the details of the subject and analyzing the study sample:

1. Many Arabic language and science applications on smartphones provide many functions represented by the educational function, the guidance function and the constructive function.
2. Arabic language and science applications have organized and diverse content that includes grammar, parsing, explaining meanings, and facilitating the writing and pronunciation of letters.
3. Arabic language and science applications have several features, including the speed of providing content and its spread among different groups.
4. Arabic language and science applications allow users to know their number and their attitudes towards the application used, which helps to benefit from them in improving the application's work.
5. Some Arabic language and science applications suffer from several problems, such as the accompanying advertisements and the difficulty of dealing with complex ones.

⁷Ali Abdel-Moati, Scientific Research Methods, (Al-Fellah Library, Kuwait, 1988, p. 415).

⁸Atef Adly Al-Abd, Zaki Ahmed Azmy, The Statistical Method and Its Uses in Public Opinion and Media Research, (Dar Al-Fikr Al-Arabi, Cairo, 1993, p. 208).

6. The design of some Arabic language and sciences is subject to quality standards related to content and form, including the attractiveness of the design, the availability of the index, and the accuracy of displaying the content in terms of its freedom from technical and linguistic errors.
7. Some Arabic language and science applications suffer from a lack of some quality standards, including the omission of mentioning the application's release date, the availability of a documentation source, consistency in presentation, download files, and multimedia.

Discussion

1. The research community is represented in the number of applications available in Google Play from the time of the application's release until September 30, 2024, which is the available and specified time frame. The researcher focused on using the phrase "Arabic language" to search for it in the store's engine, and estimated their number at 169 applications. These applications come in various aspects. In terms of form, we find books, dictionaries, translation services, games, multimedia, or writing techniques. In terms of services, there are applications for translation from Arabic to international languages or vice versa, educational applications for children, applications for Arabic dictionaries and glossaries, applications for converting the writing board from different languages to Arabic, applications for various Arabic sciences such as grammar, language meters, and poetry.
2. The researcher used a regular random sample to determine the vocabulary to be analyzed, by choosing (12) applications out of (250), and according to this method, (169) is divided by (15) to determine the range, which is approximately equal to (11), then a number is randomly chosen from between (1) and (11), and let us assume that it is number (1), and on this basis the numbers are drawn, (1), (12), (23), (34), (45), (56), (67), (78), (89), (154), (100), (111). The researcher downloaded all applications corresponding to the selected numbers. In the event that the corresponding application was not downloaded, the researcher moved the selection to the previous or next application, excluding technical applications. After accurately counting the numbers, the twelve (12) applications were downloaded onto the surface of a Samsung mobile phone in order to be carefully studied. The sample included the following: 1) Complete Arabic Grammar, 2) Teaching Arabic to Children Without the Internet, 3) Lisan al-Arab, 4) Teaching

Arabic to Children, 5) Arabic Mu'jam, 6) Learning Syntax and Grammar, 7) Apprendre l'arabe Facilement, 8) LEARN ARABIC IN 10 DAYS, 9) Arabic Grammar 6 Elementary, 10) Learn Arabic Alphabet, 11) Apprendre l'arabe Langue Audio, 11) Learn to Read and Write with Maher.

Based on the use of the tool and the determination of the sample, the results can be discussed according to the specified objectives, and according to the following axes:

1. Arabic language applications jobsfunctions on smartphones

a. Educational function

- 1) These applications provide different areas for serving, learning and teaching the Arabic language in written, audible and written forms. They also provide ways to memorize its rules, provide different explanations of its meanings and facilitate its comprehension.⁹
- 2) These applications can be used in classrooms by connecting them to the electronic magnifying board and explaining them to learners, whether in educational institutions at all levels or at home, provided that the teaching process is supervised by specialists in language and its sciences to contain any possible error.¹⁰
- 3) The applications provide a translation service in several languages to teach non-Arabic speakers, and thus contribute to the spread of the Arabic language outside its borders from the countries that speak it to other foreign countries, east and west, north and south.¹¹

b. Guidance function

- 1) These applications are used by thousands of individuals because they arouse their great interest, and according to the feeling of the importance of the Arabic language, they are obligated to follow it, and take care to understand the various

⁹"Students' perceptions of the use of mobile applications technology in learning Arabic as a second language - ProQuest," diakses 3 Juni 2025, <https://www.proquest.com/openview/99d174ae9b629242d26d1a027aaacaff/1?pq-origsite=gscholar&cbl=18750>.

¹⁰Rashad Seyidov dan Ahmet Çitil, "The Impacts of Contemporary Educational Technologies on Learning Arabic," *Evolutionary Studies in Imaginative Culture* 9, no. 1 (2024), <https://avesis.atauni.edu.tr/yayin/0d68dae8-6fd5-4539-b0c7-55ad4a29d7f5/the-impacts-of-contemporary-educational-technologies-on-learning-arabic>.

¹¹Anoual El Kah, Imad Zeroual, dan Abdelhak Lakhouaja, "Application of Arabic language processing in language learning," dalam *Proceedings of the 2nd international Conference on Big Data, Cloud and Applications*, BDCA'17 (New York, NY, USA: Association for Computing Machinery, 2017), 1-6, <https://doi.org/10.1145/3090354.3090390>.

services it provides, as it works to facilitate dealing with it and facilitate it for the various categories of followers, whether age or culture, and it has an effective role in educating users about the rules and rules of the language, and presenting the arts that elevate their taste in various fields.¹²

- 2) These applications and their contents are related to many sciences and how to comprehend them, including religious sciences and social sciences, and it is a fertile field of guidance and counseling, as through it, many specialists can reach millions of users, and guide them in what is considered important in their daily scientific and practical lives and guide them to the obstacles and problems they encounter.¹³

c. The constructive function

- 1) This function means building and understanding reality. Those in charge of such applications and programs communicate to influence, and every content must achieve the goal of construction, so their work is in line with the Almighty's saying: "I only want reform to the best of my ability. And my success is not but through Allah. Upon Him I rely, and to Him I turn" (Hud: 88). This constructive function contributes to establishing and clarifying the future vision that includes a special and precise understanding of the nature of man who is driven to work and whose energies explode with future motives represented in the extent of his perception of this future and its extension. Within the framework of this vision, those supervising these applications give a large share in the construction of the earth, which is the message they are charged with, and a large share for the afterlife.¹⁴
- 2) These applications seek, through their accomplishment of these functions in a harmonious and integrated manner, to preserve the strength of the presence of language in the life of the individual and society, and to ensure the continued development of topics and treatment methods in parallel For the development taking place in society. It also works to consolidate identity in its linguistic dimension in the general receiving audience, especially young people who often tend to use foreign languages, due to their fascination with Western societies and

¹²Ibnu Fitrianto, "Innovation and Technology in Arabic Language Learning in Indonesia: Trends and Implications," *International Journal of Post Axial: Futuristic Teaching and Learning*, 27 Agustus 2024, 134–50, <https://doi.org/10.59944/postaxial.v2i3.375>.

¹³Mohammad Awad AlAfnan, "Artificial Intelligence and Language: Bridging Arabic and English with Technology," *Journal of Ecohumanism* 4, no. 1 (2025): 240–56, <https://doi.org/10.62754/joe.v4i1.4961>.

¹⁴Shu Ching Yang, "Designing Instructional Applications Using Constructive Hypermedia," *Educational Technology* 36, no. 6 (1996): 45–50.

their values that are promoted through the global media. Applications contribute to preserving the Arabic language, and it is very important to preserve cultural privacy, as most applications communicate in Arabic, which is a positive thing that makes it a social language that everyone uses.¹⁵

2. Characteristics of applications in the service of the Arabic language¹⁶:

The Arabic language applications have a set of characteristics that distinguish any technological product linked to the Internet service and can be summarized as follows:

a. Speed and immediacy:

These applications quickly provide content related to the Arabic language through listening, writing, translation and entertainment. They are instant educational platforms that work to add everything new quickly and instantly that achieves what the individual desires and meets his cognitive and emotional needs for learning and education. They also enable updating materials and adding new things in the field of the Arabic language and its sciences.¹⁷

b. Continuous updating of the provided content:

The work of the applications involves continuously updating the services provided for the Arabic language, in order to keep pace with the nature of the Internet, so it publishes, completes, corrects, and updates information on an ongoing basis.¹⁸

c. Ease of exposure:

Ease of exposure is one of the most important factors in the public's preference for communication methods and various technologies, and therefore the public's

¹⁵Fatema Aldhaen, "Using Mobile Application Technology (M-Learning) to Overcome Arabic and Dialect Declining Issues," dalam *Business Development via AI and Digitalization: Volume 1*, ed. oleh Allam Hamdan dan Arezou Harraf (Cham: Springer Nature Switzerland, 2024), 335–43, https://doi.org/10.1007/978-3-031-62102-4_28.

¹⁶The researcher reformulated the characteristics of applications from a group of books: Rahima Aissani, *Modern Technical Media and Its Impact on the Visual and Audio*, (Gulf Radio and Television Corporation of the Gulf Cooperation Council, Riyadh, 1431), and Abeer Al-Rahbani, *Digital Media*, (Osama Publishing and Distribution House, Jordan, 2012).

¹⁷Alsadika Ziaul Haq dkk., "Technology Integration in Arabic Language Learning: A Literature Review on the Effectiveness of e-Learning and Mobile Applications," *Journal of Research in Instructional* 4, no. 2 (28 September 2024): 481–94, <https://doi.org/10.30862/jri.v4i2.473>.

¹⁸Siti Robi'ah dkk., "Development of Interactive Multimedia for Arabic Vocabulary Learning through Android Applications," *International Journal of Arabic Language Teaching* 5, no. 02 (22 Desember 2023): 301–16, <https://doi.org/10.32332/ijalt.v5i02.7957>.

demand for methods that do not require physical and mental effort to understand and comprehend the materials available on them is increasing, and according to the many advantages provided by these applications that aim to facilitate the processes of exposure to them, as it has become the preferred communication option for the new generation of individuals, especially children and youth, and the ease of exposure that characterizes the applications is achieved by adhering to their contents and forms with distinctive features that focus on clarity and brevity.¹⁹

d. Use of multimedia:

It means the process of collecting communication elements such as audio, image, video, and text in one medium. There are enormous potentials provided by the Internet such as the use of multimedia, which in turn has great value if used properly, because it leads to providing high-quality content that benefits users and meets their needs, unlike if it has no functional purpose. Multimedia applications have increasing potential, especially if we look at the issue of integration between web and mobile technology.²⁰

e. Interactivity:

It is considered one of the most important features of any technical or technological product, and includes the feature of commenting on the content and the email messaging service, through which the user expresses his opinion, positively and negatively, through the spaces provided by the applications, which enable the application supervisor to take it into consideration, especially if it is serious and accurate.

f. Cognitive depth:

The materials provided within these applications have an appropriate amount of knowledge, as they work to provide additional cognitive depth to the materials published in them, and these services aim to provide important backgrounds for topics related to the language, and this is done by allowing the electronic style used in their design to move the user, once he clicks on a special icon for that, to other cognitive services provided by the application itself.

¹⁹Muhammad Sajid dan Syamsul Anam, "ARABIC LANGUAGE LEARNING WITH MULTIMEDIA TECHNOLOGY: STRATEGIES AND INSTRUMENTATION," *Proceeding International Conference on Islam and Education (ICONIE)* 3, no. 1 (25 Mei 2024): 170–81.

²⁰Muhamad Khairul Anuar Zulkepli dan Basma A. S. Dajani, "The Impact of Mobile Applications on Arabic Language Acquisition: A Pedagogical Perspective," 1 Januari 2024, <https://doi.org/10.47772/IJRISS.2024.8080340>.

g. Personalization:

It enables each user of the application to determine for himself and personally the form he wants to use, so he focuses on a specific application and materials, selects some services and cancels others, and does all of this at any time he wants and in all cases he reads, listens, and watches what matches his needs.

h. Universality:

These applications can be used in all countries without censorship, restrictions or fees, but immediately and at low costs, through the Internet service provider, and through this feature, supervisors can identify the nationalities of users, especially in Western countries, and work to issue specialized applications in their languages and develop the instant translation service accompanying the audio and written Qurans.

i. Empowerment:

These applications provide supervisors with accurate statistics about their visitors and provide the newspaper with indicators about its numbers and some information about them, as it can contact them continuously, and the user finds small spaces for expressing his opinion and commenting on the application and the services it provides, which appears immediately.

3. Obstacles facing Arabic language applications

There are many problems that prevent the use of some of these applications, and they can be summarized as follows:

- a. The large number of advertisements accompanying the application, especially those related to the Internet service provider, so that they cannot be run if they are not available. These advertisements cause confusion for the user as they appear every five seconds and stop the application, causing confusion in closely following it.²¹
- b. They cannot be available to all individuals whose purchasing or financial capabilities vary, in terms of being provided with Internet service every 30 days, which makes them concentrated at a certain percentage of users.²²

²¹“(PDF) Towards More Effective App-Assisted Language Learning: The Essential Content and Design Features of Educational Applications,” *ResearchGate*, diakses 3 Juni 2025, <https://doi.org/10.22054/ilt.2020.52777.501>.

²²“(PDF) Enhancing Arabic Vocabulary Mastery through Digital Literacy: Overcoming Challenges and Implementing Effective Strategies,” *ResearchGate*, diakses 3 Juni 2025, <https://doi.org/10.70211/ltsm.v2i1.38>.

- c. The complexities that some applications suffer from as they require specialists to deal with them, which prevents them from being downloaded despite their importance in terms of the content provided and the multi-service design.²³
 - d. The difficulty of downloading some applications that require a high-end type of smartphones that contain a large capacity. These phones are characterized by expensive prices that are not available to learners or teachers, especially in countries where the teacher suffers from a low income.
 - e. The application's design is weak despite its importance, as it lacks attractiveness criteria such as lack of colors or the use of faded fonts and colors, which are important in following up on its use despite the good content of the application.
 - f. The confusion caused by those interacting with negative comments on the application and positive comments at the same time, so the new user is embarrassed about whether to use it or not and the failure of the responsible party to respond to such comments.
 - g. Only displaying similar and identical versions of dictionaries, glossaries and authored lessons makes the user turn away from them because they do not add anything to his knowledge.²⁴
 - h. The application is incomplete in terms of its content, as some of them suffer from a lack of specialized material in the language, although they suggest through some of their titles that they are complete, and this affects the clarity and learning of the language for the application user.
 - i. Some applications refer to downloading other applications other than language applications, after the application promotes that it contains it, which is a promotional method more than a functional one.
4. Quality standards in Arabic language application services:
- a. Criterion for mentioning the responsible party and its objectives:

Most applications mention the party responsible for them, and not mentioning the party responsible accurately and clearly is one of the drawbacks of these

²³Dr Kashif Ishaq, "Usability and Design Issues of Mobile Assisted Language Learning Application," 1 Januari 2020, https://www.academia.edu/43485823/Usability_and_Design_Issues_of_Mobile_Assisted_Language_Learning_Application.

²⁴"The Impact of Mobile Applications on Arabic Language Acquisition: A Pedagogical Perspective," *International Journal of Research and Innovation in Social Science* (blog), diakses 3 Juni 2025, <https://rsisinternational.org/journals/ijriss/articles/the-impact-of-mobile-applications-on-arabic-language-acquisition-a-pedagogical-perspective/>.

applications. Most applications also mention the objectives of the party responsible accurately and with high frequency. Mentioning the objectives of the party responsible is justified by the keenness to direct users to the importance of using the application in learning and teaching the Arabic language in writing, pronunciation and reading without melody. The objectives of these applications include: speaking fluently through practice and repetition, learning quickly and efficiently, facilitating preparation for exams through simplified lessons, getting to know the strangeness of the Arabic language and the multiplicity of its words and meanings, facilitating pronunciation (letters and numbers, vegetables and fruits, animal names), and writing them easily, correcting common linguistic errors and training in correct writing (open and closed taa), enriching the linguistic and cognitive balance and developing reading skills supported by images, and translating the language into several languages in pronunciation and writing.²⁵

b. Contact information standard and type of responsible party:

Information about the party responsible for the applications is somewhat available, and it is mixed in the email. The applications provide a space for interaction with the type of application used, which enables the party to follow up on its customers and know their point of view about the application, knowing that the interaction rates are high, which makes it difficult to respond to them, especially in the event of reporting a malfunction that the user may encounter, which is a lot. The party indicates the definition of its responsibility as an institution or as an individual, with the weakness of this definition, which cannot be directly inferred except by communicating and confirming its type. There are applications, for example, that are the responsibility of the individual, and they are weak applications that may not serve the classical language in the required manner, such as being incomplete in terms of explaining the various linguistic sciences or having a technical defect that prevents the effectiveness of the application. Accordingly, clarifying the party's responsibility requires it to bear the error and defect and fix it urgently.²⁶

c. Accuracy criteria in terms of the importance of the source and freedom from technical errors:

²⁵Yassine El Kheir dkk., "QVoice: Arabic Speech Pronunciation Learning Application" (arXiv, 9 Mei 2023), <https://doi.org/10.48550/arXiv.2305.07445>.

²⁶Sicong Shao dkk., "AI-based Arabic Language and Speech Tutor" (arXiv, 22 Oktober 2022), <https://doi.org/10.48550/arXiv.2210.12346>.

It appears that applications suffer from the absence of documentation sources in terms of providing them, and they differ according to the forms in which they appear. Because most of them are of the audio-readable type, they do not need such documentation, as they usually follow the written words with pronunciation, especially in children's applications and applications for non-Arabic speakers. As for linguistic and technical errors, most of them are free of them, as they present the content in a good way and sometimes accurately, considering the similar versions of some dictionaries and books that are usually followed up and linguistically checked.

d. Accuracy criterion in terms of having figures with adequate explanations:

Illustrations in language applications are considered one of the most important criteria that support facilitating their comprehension and learning, and regardless of the form or type of the application in terms of whether it is readable or readable and audible, it needs such illustrations of tables, geometric shapes, colors and lights, which is something that is only available in children's education applications, and they are not sufficient because they limit the stage to the first years of childhood, let's say the first five years, and they are absent in applications similar to paper copies of books and dictionaries. And applications for teaching foreigners or non-Arabic speakers.²⁷

e. The reference criterion for the completeness and clarity of the subject boundaries:

The feature of indicating the boundaries of the subject being discussed is available in most applications by restricting it to either main headings or subheadings. The feature of indicating the end of the subject is also available by indicating the end of the application interface or page, so to speak, which facilitates the process of understanding the content provided, whether in grammar or syntax.²⁸

f. Criteria for updating content:

Most applications do not indicate their design date, which makes it difficult for the user to know the first version or edition, but they all indicate the date of their update to refer to the new additions or changes that have been made to them, including adding new meanings that are in line with the various developments in the fields of science, especially at the level of dictionaries and glossaries, adding

²⁷"10 Best Arabic Learning Apps on Android," 26 Maret 2025, <https://carisinyal.com/en/arabic-learning-apps/>.

²⁸Khaled Walid Al-Sabbagh, Linda Bradley, dan Lorna Bartram, "Mobile Language Learning Applications for Arabic Speaking Migrants – a Usability Perspective," *Language Learning in Higher Education* 9, no. 1 (1 Mei 2019): 71–95, <https://doi.org/10.1515/cercles-2019-0004>.

explanations or interpretations to these applications, and adding different languages to translate the Arabic language.

g. Organizational criteria related to the index and attractiveness of the display:

Applications are somewhat available on the index service that allows following up on all the contents of the application and which appears on its interface, and the index facilitates the process of moving and choosing what the user wants, and the index is supported by a search engine to deal with the various sciences of the language from grammar, parsing, and explaining meanings, and teaching pronunciation and writing. As for the consistency and attractiveness of the design, it differs from one application to another, as some applications appear in a good form that comforts the user at the visual level with the availability of harmonious colors and artistic shapes, which prompts him to continue using it many times, and examples of them are children's applications, while some applications lack both features, despite their quality in terms of the content provided and the multiple services.

h. Organization criteria in terms of availability of download files, audio and video:

Most applications lack download files, especially those related to written content, as the user needs to return to the application every time, which prevents rapid advertisements and technical problems from easily browsing the content, and the importance of download files lies in saving the available material in the event that the application is damaged or malfunctions.

As for the availability of audio and video, it is due to the form of the application, as audio is available in most audio applications, but video technology is absent in all applications except for the application I learn to read and write with Maher, with it it is useful in explaining and simplifying the content.

5. The quality of Arabic language applications and their role in teaching it and facilitating dealing with it

It can be confirmed that the language applications available on smartphones and the extent of interest in them and their production or design according to the agreed quality standards, and then the various features they include, play clear roles in teaching the Arabic language and facilitating dealing with it according to the following:

a. Reducing the effort and time in teaching students and those wishing to learn, as they provide materials supported by sound, image, data and colors, which helps in the

process of acquisition quickly with the abbreviation of information through quick display.²⁹

- b. Providing the opportunity to all learners or those wishing to learn at simple costs that depend on subscribing to the network line only, and thus it provides free services in this field, as most sites can be browsed without advance payment.³⁰
- c. Huge storage capacity for information about the Arabic language and its sciences, which include grammar, parsing, poetry, prose, explanation of meanings, and through written copies, videos, audio and communication media that combine the characteristics of hearing, vision, reading and image, writing and pronunciation can be taught, which is not available in many schools, institutes and universities.³¹
- d. It allows the collection of all types of publications, including dictionaries, glossaries, rare publications, and famous linguists and writers, and transferring them to specialized educational institutions at the level of their sites. - Presenting the Arabic language and its sciences to millions of individuals spread across time, place, and work, and spreading and teaching it easily and effectively.³²

Conclusion

Research in the field of Arabic language and its sciences, and linking it to the field of technology, is one of the most important researches that enrich the various fields of knowledge, considering the starting point, goals and functions it provides. This research is considered a ground base for other similar researches, and through it I have tried to focus on the importance of modern means of communication represented by smart phones that accompany the individual everywhere and at all times in serving the Arabic language and its sciences. With the diversity and abundance of these applications, it is necessary to warn of the need to monitor their content, which may be subject to some deficiency and error, and this is a responsibility that falls on everyone in general and specifically on specialists

²⁹Annisa Hafitria dan Imam Asrofi, "Implementasi Teknologi Augmented Reality Pada Media Pembelajaran Bahasa Arab | JIIP - Jurnal Ilmiah Ilmu Pendidikan," diakses 3 Juni 2025, <https://jiip.stkipyapisdompnu.ac.id/jiip/index.php/JIIP/article/view/2200>.

³⁰Firsa Afra Yuslizar dkk., "Implementasi Aplikasi Memrise dalam Pembelajaran Bahasa Arab Interaktif di Bimbingan Belajar (Bimbel) Adz-Dzakaa' Malang," *Shaut al Arabiyyah* 11, no. 1 (28 Juli 2023): 179-94, <https://doi.org/10.24252/saa.v11i1.38644>.

³¹Abdulhameed Muhammed Sanni, "ICT Tools for Teaching the Arabic Language," *ASEAN Journal of Religion, Education, and Society* 2, no. 2 (2023): 67-74.

³²Rizal, Syihabuddin, dan Mad'ali, "Evaluasi Pembelajaran Bahasa Arab Dengan Memanfaatkan Aplikasi MiSK."

working in the field of Arabic language and its sciences, as they can contribute to correcting and directing technical work and rationalizing it in dealing with it. The research emphasizes in its entirety the necessity of activating technology in the service of the Arabic language and its sciences, considering the characteristics that distinguish it, and presenting it in a sophisticated and serious manner to confront the Westernizing materials that are spreading at large and double rates and at the level of all media, and this is a task that requires institutions and individuals to invest in it in a purposeful and organized manner.

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