



A Pedagogical Comparative Analysis of *Nahw al-Wāḍih* and *Durūs al-Lughah al-‘Arabīyah* in Non-Native Arabic Learning Contexts

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ABSTRACT

Arabic grammar remains a major challenge for non-native learners due to its structural complexity and the scarcity of natural linguistic input in foreign-language environments. This research examines the pedagogical approaches, classroom effectiveness, and learner suitability of two widely used grammar textbooks, *Nahw al-Wāḍih* and *Durūs al-Lughah al-‘Arabīyah*. The study aims to identify their instructional differences, evaluate their performance in real teaching contexts, and determine which text better supports non-native learners. Employing a qualitative comparative methodology, the research analyzes textbook structure, sequencing, exercises, examples, and cognitive load, complemented by thematic analysis, teacher feedback, and informal interviews with learners. The findings indicate that *Durūs al-Lughah* with its inductive, contextual, and scaffolded framework enhances comprehension, motivation, and early communicative ability, making it more suitable for beginners. In contrast, *Nahw al-Wāḍih* provides deeper grammatical rigor and supports advanced learners who require systematic rule-based understanding. The study contributes to Arabic pedagogy by offering evidence-based guidance for curriculum design and demonstrating the value of aligning instructional materials with learner readiness. It concludes that a sequenced integration of both texts can optimize grammar acquisition in non-native contexts.

Keywords: Arabic Pedagogy, *Durūs al-Lughah al-‘Arabīyah*, Grammar Instruction, *Nahw al-Wāḍih*, Non-Native Learners.

ABSTRAK

Gramatika Arab tetap menjadi tantangan besar bagi pembelajar non-penutur asli karena kompleksitas strukturalnya dan keterbatasan masukan linguistik alami dalam lingkungan bahasa asing. Penelitian ini mengkaji pendekatan pedagogis, efektivitas pembelajaran di kelas, dan kesesuaian bagi pembelajar dari dua buku teks gramatika yang banyak digunakan, *Nahw al-Wāḍih* dan *Durūs al-Lughah al-‘Arabīyah*. Studi ini bertujuan untuk mengidentifikasi perbedaan instruksional keduanya, mengevaluasi kinerjanya dalam konteks pengajaran nyata, dan menentukan teks mana yang lebih mendukung pembelajar non-penutur asli. Menggunakan metodologi komparatif kualitatif, penelitian ini menganalisis struktur buku teks, urutan materi, latihan, contoh, dan beban kognitif, dilengkapi dengan analisis tematik, umpan balik guru, dan wawancara informal dengan pembelajar. Temuan menunjukkan bahwa *Durūs al-Lughah* dengan kerangka kerja induktif, kontekstual, dan terstruktur secara bertahap meningkatkan pemahaman, motivasi, dan kemampuan komunikatif awal, sehingga lebih cocok untuk pemula. Di sisi lain, *Nahw al-Wāḍih* menawarkan kedalaman pemahaman tata bahasa yang lebih mendalam dan mendukung pembelajar tingkat lanjut yang memerlukan pemahaman sistematis berdasarkan aturan. Studi ini berkontribusi pada pedagogi Arab dengan memberikan panduan berbasis bukti untuk desain kurikulum dan menunjukkan nilai menyelaraskan bahan ajar dengan kesiapan pembelajar. Studi ini menyimpulkan bahwa integrasi berurutan kedua teks tersebut dapat mengoptimalkan penguasaan tata bahasa dalam konteks non-penutur asli.

Kata Kunci: Pedagogi Bahasa Arab, *Durūs al-Lughab al-‘Arabīyah*, Pengajaran Tata Bahasa, *Nahw al-Waḍiḥ*, Pelajar Non-Penutur Asli.

INTRODUCTION

Arabic is one of the fastest thriving language in the contemporary world. Despite the earlier attempts aimed at the weakening of Arabic language it has persisted on account of its profound attachment with Islam as a religion throughout the period of endeavor and in the modern sphere of globalization, Arabic language is prompting towards the new possibilities.¹ This has generated an eagerness to assimilate Arabic language strikingly for the people who seldom speak Arabic intrinsically as they are not congenital in places where Arabic is the common tongue. Learning grammar is an indispensable part of acquiring a language, and Arabic grammar is predominantly context-dependent rather than Universalist in its application.² Learning the grammar of Arabic language will unfold the elegant cultural production and assist the learner to delve into the extensive fragments of the language.³

Nahw al-Waḍiḥ is one of the prominent work in the province of Arabic grammar composed by two Egyptian educators, ‘Alī al-Jārim and Muṣṭafā Amīn. Since the inception of its endorsement throughout different segments of the world from 1930s *Nahw al-Waḍiḥ* has been deemed as a vital amenity in Arabic grammar succouring both neophyte and advanced learners with multiple volumes categorized for each. The main pivot of the work is *Nahw* (grammatical analysis and sentence structure) as distinct from *Sarf* (morphology, or word formation) and is widely exerted as a foundational text in traditional Islamic education and modern Arabic language institutes around the world. While *Durūs al-Lughab al-‘Arabīyah* is more current in collate with *Nahw al-Waḍiḥ* as it is compiled in 1980s by Dr. V. Abdur Rahim who was a professor at Islamic University of Medina. Fundamentally this book was designed as a course to learn Arabic comprising grammar precisely for non-Arabic speaking students from all over the world. The intelligibility and comprehensibility of *Durūs* has steered its dissemination over various language academies across the world.⁴

The divergence in the compiling period of both works has reflected in their structures, methodologies and themes. Even though both traditional and modern teaching methodologies have particular benefits and drawbacks, the advancement of the technology in the modern era has influenced the mentality of students and teachers and have paved the way towards a student centric approach which has fueled the improvement of the teaching atmosphere and formation of a more relaxed learning environment.⁵ Arabic language and its

¹ Wissal Al Allaq, *Arabic Language in a Globalized World: Observations from the United Arab Emirates*, 2014.

² Jonathan Owens, *The Foundations of Grammar*, Studies in the History of the Language Sciences (John Benjamins Publishing Company, 1988), <https://digital.casalini.it/9789027278630>.

³ Mohammed Sawaie, *Fundamentals of Arabic Grammar*, 0 ed. (Routledge, 2015), <https://doi.org/10.4324/9781315881805>.

⁴ Muhammad Azhar et al., “Arabic Language Learning Progress in Darussakinah Batu Bersurat Islamic Boarding School,” *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2023): 285–307, <https://doi.org/10.32699/liar.v6i2.3499>.

⁵ Yuemeng Wang, “A Comparative Study on the Effectiveness of Traditional and Modern Teaching Methods,” in *Proceedings of the 2022 5th International Conference on Humanities Education and Social Sciences (ICHESS 2022)*, vol. 720, ed. Augustin Holl et al., Advances in Social Science, Education and Humanities Research (Atlantis Press SARL, 2022), https://doi.org/10.2991/978-2-494069-89-3_32.

grammar has cavernous attachment with its cultural elements which has made it arduous for the non-native Arabic learners to clench it. In a non-native Arabic learning environment, the students and teachers face manifold issues and difficulties including the selection of unsuitable methods.⁶ The uniqueness of Arabic grammar originating from its entangled syntactic patterns and morphological complexities poses serious challenges in front of the non-native learners.⁷

Analytical studies on *Nahw al-Wāḍih* can be detected in the domain of grammar studies including the research studies like “Improving Students' Ability in Understanding Arabic Grammar by Using the Book of *Nahw al-Wāḍih* and Deductive Method” by Muharidinsyah which ventilates the effectiveness of *Nahw al-Wāḍih* in creating enthusiasm in students as a grammar text.⁸ Research by Shamsuddin, S. M., & Hj. Ahmad provides enlightenment regarding the problems and solutions of Arabic language learning by non-native speakers.⁹ Book edited by Kassem M. Wahba, Zeinab A. Taha, and Manuela E. B. Giolfo draws a pellucid line on the learners’ and teachers’ perspectives in connection with Arabic grammar instructions and Pedagogical Considerations.¹⁰ Research by Muhammad Azhar, Hakmi Wahyudi, Promadi Karim and Jon Pamil evaluates the progress of Arabic learning in Darussakinah Boarding School, Batu Bersurat where *Durūs al-Lughah al-‘Arabīyah* is the key textbook.¹¹ While previous studies have explored grammar instruction and language pedagogy in general, independent and systematic analyses focusing specifically on *Nahw al-Wāḍih* and *Durūs al-Lughah al-‘Arabīyah* either individually or in comparative pedagogical frameworks are not sufficiently represented in existing literature. In this context especially when *Nahw al-Wāḍih* and *Durūs al-Lughah al-‘Arabīyah* are considered as top-tier resources in Arabic grammar peculiarly in the modern academia and although both have been the concern of scholars, comparative studies between these two texts combining both pedagogy and real classroom effectiveness is lacking. And as both texts are being widely indoctrinated in non-Arabic states, their suitability for non-native learners should be evaluated. This study draws a bead on analyzing the pedagogical strategies in both texts, comparing their effectiveness in actual teaching contexts and determining the suitability of both texts for non-native learners addressing the research questions such as what are the pedagogical differences between *Nahw al-Wāḍih* and *Durūs al-Lughah*, how effective is each textbook in real classroom settings and which textbook is more suitable for non-native Arabic learners, and why. This

⁶ Salahuddin Mohd. Shamsuddin, “Problems of Teaching Arabic Language to Non-Native Speakers and Its Methodological Solutions,” *Advances in Social Sciences Research Journal* 6, no. 6 (2019), <https://doi.org/10.14738/assrj.66.6710>.

⁷ Sultan Almelhes, “Enhancing Arabic Language Acquisition: Effective Strategies for Addressing Non-Native Learners’ Challenges,” *Education Sciences* 14, no. 10 (2024): 1116, <https://doi.org/10.3390/educsci14101116>.

⁸ Muharidinsyah Muharidinsyah, “Kitāb Al-Nahw al-Wāḍih Wa al-Ṭarīqah al-Istinbāṭiyyah Wa Fa’āliyyah Istikhdamihā Li Tarqīyyah Fahm al-Ṭalabah Fi Qawā’id al-Nahw,” *DAYAH: Journal of Islamic Education* 3, no. 1 (2020): 48–56, <https://doi.org/10.22373/jie.v3i1.5653>.

⁹ Salahuddin Mohd. Shamsuddin, “Problems of Teaching Arabic Language to Non-Native Speakers and Its Methodological Solutions,” *Advances in Social Sciences Research Journal* 6, no. 6 (2019), <https://doi.org/10.14738/assrj.66.6710>.

¹⁰ Kassem M. Wahba et al., *Teaching and Learning Arabic Grammar: Theory, Practice, and Research*, 1st ed. (Routledge, 2022), <https://doi.org/10.4324/9781003034209>.

¹¹ Azhar et al., “Arabic Language Learning Progress in Darussakinah Batu Bersurat Islamic Boarding School.”

research is anticipated to assist Arabic teachers to choose appropriate texts and methods and is expected to be beneficial for curriculum designers in madrasahs, colleges and universities and relevant for South Asian contexts.

METHOD

This study employs a qualitative research methodology incorporating with a comparative analyzing method, focusing to scrutinize and contrast the core themes, discourse and central arguments dispensed in two discrete primary texts: *Nahw al-Waḍiḥ* by Ali Jarim, Mustafa Ameen and *Durūs al-Lughab al-‘Arabīyah* by Dr. V. Abdur Rahim. Furthermore the examination of the structure and arrangement of the purport along with the descriptive textual analysis of both textbooks is accomplished. The study sources consist of online journal articles, published books that are collected from reliable sources such as Google scholar and JSTOR. In addition to textual analysis, the study incorporates informal interviews conducted with Arabic language teachers and students drawn from traditional religious educational institutions where Arabic is taught as a foundational prerequisite for advanced religious studies. The participants were selected using a purposive sampling technique, as all teachers and students involved had prior exposure to both *Nahw al-Waḍiḥ* and *Durūs al-Lughab al-‘Arabīyah*. The teacher participants consisted of experienced instructors engaged in teaching Arabic grammar at the post-secondary level within these institutions. The student participants comprised approximately forty learners who had completed matriculation (10th standard) and were enrolled in introductory Arabic language programs. These students represented varied academic abilities and intellectual backgrounds, enabling a diverse range of learner perspectives to be captured. The interviews focused on pedagogical usability, learner comprehension, classroom challenges, and perceived effectiveness of each textbook, and the qualitative insights obtained were employed to support and triangulate the findings derived from the comparative textual analysis.

The primary units of analysis for this study are the two aforementioned texts. They were selected as they delineate distinct *modus operandi* of traditional and modern recipe. The structure of the content, arrangement and sequencing of the grammar and feasibility of the exercises are reviewed methodically. Researchers assessed teachers' feedback on the utility of the texts. Relevant relative studies on grammar is scrutinized and executed for securing results. The theoretical framework used for the analysis includes Scaffolding theory coined by Lev Vygotsky, he defined scaffolding instruction as the role of teachers and others in supporting the learner's development and providing support structures to get to that next stage or level,¹² and Cognitive load theory, which depict an instructional design framework that explains learning by managing the limited capacity of human working memory.¹³

The data analysis procedure utilized a thematic analysis approach applied within a comparative framework. This analysis involves several steps such as initial reading and annotation, identification of themes, cross text comparison and synthesis with interpretation.

¹² Eileen B. Raymond, *Learners with Mild Disabilities: A Characteristics Approach*, Fifth edition (Pearson, 2017).

¹³ Wolfgang Schnotz and Christian Kürschner, "A Reconsideration of Cognitive Load Theory," *Educational Psychology Review* 19, no. 4 (2007): 469–508, <https://doi.org/10.1007/s10648-007-9053-4>.

This structured approach ensured a rigorous examination of both texts, moving beyond mere description to analytical interpretation. The whole methodology is devised for the overarching delineation of the both primary texts. All research was conducted in adherence to academic integrity principles. All texts, journal articles, and books utilized in this study are properly cited and referenced to acknowledge intellectual property and avoid plagiarism. This research is anticipated to bestow as a fount for those who explore the Arabic grammar lessons garrisoned on both *Nahw al-Wāḍiḥ* and *Durūs al-Lughah al-‘Arabīyah*.

RESULTS AND DISCUSSION

Pedagogical Analysis

Pedagogy is a complex term which is conveyed through various perspectives. Generally pedagogy is defined as science of teaching consisting theory and practice of teaching, methods and strategies used by the educators to facilitate teaching. The favorable outcome of the teaching or education is determined by the efficiency of the teachers to adapt the pedagogy both as science and art¹⁴. Even though several approaches are formed, teaching grammar remains as a major issue in front of teachers particularly. The active participation and response from the students is necessary for a better outcome in teaching grammar¹⁵. The discussion of pedagogy in this paper is limited to the analysis of the two grammatical works delving into the way of presentation, use of examples, compatibility of the activities and exercises and cognitive load.

Inductive and Deductive approaches are two prominent methods used in teaching especially grammar teaching. Inductive method is more student centered as the student focuses on the structure and formulates the general idea on his own through the given examples albeit in Deductive method students are given general rules regardless of the timing and their comprehension¹⁶. Both *Nahw al-Wāḍiḥ* and *Durūs al-Lughah al-‘Arabīyah* varies in their nudge towards these two approaches. *Nahw al-Wāḍiḥ* focuses on the general rule which can be aligned with the Deductive reasoning. Whilst *Durūs al-Lughah al-‘Arabīyah* concentrates on student’s perception and comprehension on their own towards the general rule with the aid of given contexts and examples. The Inductive approach is considered as more effective than the Deductive approach especially for those who study a foreign language¹⁷. The Inductive approach manifests an optimistic role in ameliorating the academic development of students aided by dissimilar techniques and strategies employed by the teachers¹⁸. Significantly guided Inductive approach usher students towards increased

¹⁴ Dr Rajendra Kumar Shah, *Conceptualizing and Defining Pedagogy*, n.d.

¹⁵ Jack C. Richards and Randi Reppen, “Towards a Pedagogy of Grammar Instruction,” *RELC Journal* 45, no. 1 (2014): 5–25, <https://doi.org/10.1177/0033688214522622>.

¹⁶ Constance Shaffer, “A Comparison of Inductive and Deductive Approaches to Teaching Foreign Languages,” *The Modern Language Journal* 73, no. 4 (1989): 395–403, <https://doi.org/10.1111/j.1540-4781.1989.tb05319.x>.

¹⁷ Prof., Universidad Técnica Particular de Loja, Loja, Ecuador, cdbenitez@utpl.edu.ec et al., “A Comparison between Deductive and Inductive Approaches for Teaching EFL Grammar to High School Students,” *International Journal of Instruction* 12, no. 1 (2019): 225–36, <https://doi.org/10.29333/iji.2019.12115a>.

¹⁸ Abdugarimova N. A. and Zubaydova N. N., “Deductive and Inductive Approaches to Teaching Grammar,” *JournalNX*, 2021, 372–76.

communication and problem solving tasks since these are in semblance of commendation for them¹⁹.

The context and use of examples are identically indispensable in teaching grammar. Avoiding real life context and natural usage of grammar will shrink the confidence of the students²⁰. Customarily the examples and contexts exerted in *Nahw al-Wāḍiḥ* are classical and structural examples that appear strenuous for the students to apprehend. The illustration of contexts in *Durūs al-Lughah al-‘Arabīyah* is noticeably more suitable to the real life which can be comfortably related to their surroundings. The pedagogical approach of *Nahw al-Wāḍiḥ* often employs a diverse range of illustrative examples, including those concerning animals and various other subjects, which might be perceived by some learners as less immediately relatable to their everyday realities. Conversely, the methodology of *Durūs al-Lughah* tends to integrate examples drawn directly from practical contexts such as the classroom, the home environment, student life, and residential facilities, thereby offering a more tangible connection to the students' lived experiences. This contrast in example selection highlights differing strategies for contextualizing grammatical concepts in Arabic language instruction. The students will feel alienated from grammar when they are not represented in the context and their social experiences are not exemplified²¹.

Learning grammar is identical to learning language in some means. The skills applied for elevating the language could be solicited for amplifying grammar as well. *Nahw al-Wāḍiḥ* substantially includes writing exercises whilst *Durūs al-Lughah al-‘Arabīyah* consists listening, speaking, reading and writing exercises that are the basic techniques for excelling in language as whole. The consolidation of LSRW skills rather than the segregation of certain skill is more effective for overall language enhancement²². The grammar learning will be more appealing when appropriate blended skill activities and mechanisms are wielded in teaching and presentation²³. The interest and confidence of students is salient in acquiring grammar. Developing from familiar to unfamiliar will mould and preserve the heed of the students. *Nahw al-Wāḍiḥ* contains more exigent structures compared to *Durūs al-Lughah al-‘Arabīyah*, as *Durūs* begins with uncomplicated structures and views that students can conceivably apprehend independently with a little scaffolding from the facilitator. The students are benefited with the way of presentation that encompass scaffolding, typically when language elements are introduced²⁴.

The grammar learning undeniably comprise complex structures and theories, to manoeuvre higher order of the language it is necessary. Nevertheless bestowing bona fide cognitive load is cardinal. Probing into the arrangement of *Nahw al-Wāḍiḥ* and *Durūs al-*

¹⁹ “Effectiveness of Inductive and Deductive Methods in Teaching Grammar,” *Advances in Language and Literary Studies* 6, no. 2 (2015), <https://doi.org/10.7575/aiac.all.v.6n.2p.187>.

²⁰ Jim Meyer et al., “Grammar in Context: Why and How,” in *English Journal*, vol. 79, no. 1, NCTE, 1990, <https://doi.org/10.58680/ej19908656>.

²¹ Darren Crovitz, *Grammar to Get Things Done: A Practical Guide for Teachers Anchored in Real-World Usage*, 1st ed. (Routledge, 2016), <https://doi.org/10.4324/9781315544410>.

²² Geetika Patni and Prince Dawar, *Building Bridges with Words: The Role of LSRW Skills in Language Mastery*, n.d.

²³ Sasirekha Kaliappan and R Vivekaanandhan, *How to Teach Select Grammar Topics and LSRW Skills in Technical English Course for I Year B.E/B.Tech Students Using Video Material*, October 22, 2021.

²⁴ Muhammad Istiaque Hasan, *Teaching English Grammar Using Scaffolding and Collaborative Approach to 1st Year Undergraduate Students*, n.d.

Lughab al-‘Arabīyah, the former convey furthermore cognitive load and the latter embrace a gradual stiffening pattern. Students are more interested and equipped to deal with strenuous complications when the contents are manifested from simple to complex pattern²⁵. Following this maxim of teaching dispenses efficacious outcomes in grammar learning for the reason that grammar is a multiplex discipline interconnected to its own subdivisions enormously.

Classroom Effectiveness

According to Stephen D. Brookfield There are four key elements that constitute an effective lecture. These principles can also be meaningfully integrated into the teaching of *Nahw al-Wāḍih*, as doing so would enhance students’ comprehension of its grammatical rules. The four points include: (1) To establish the broad outline of a body of material, (2) To explain, with frequent examples, Concepts that learners Struggle to understand, (3) To introduce alternative perspectives and interpretations, (4) To model intellectual attitudes and behaviours you wish to encourage in students.²⁶

However, with regard to *Durūs al-Lughab al-‘Arabīyah*, since it is designed primarily for beginners, the teacher is required to assume specific instructional roles. One of the most significant functions of teaching is to organize learners into collaborative groups, a pedagogical strategy that has proven to be highly effective that the unifying the group As highlighted in Teaching Skills and Strategies, The teacher helps them to come close and live together. As they live together they become a unified group and important tasks of the teacher is that of developing a group with a group spirit, identification with common purposes and some common concern.²⁷

The primary method of *Durūs al-Lughab al-‘Arabīyah* is ‘learning by doing.’ In fact, this approach is highly suitable for learners whose primary language is not Arabic. Geneva Global describes ABL Activity-Based Learning (ABL) is, most simply, creating tasks, situations, activities and other instructional ways to guide children to acquire, understand, and apply new information and skills that will help them in their studies and their lives. ABL expects learners not just to think but to do and to feel that is to have emotions. It involves them practically, personally, and socially. The responsibility of the classroom instructor within ABL is to: (i) create meaningful, interesting, active learning tasks, situations, and other opportunities for students; (ii) provide clear, precise instructions and goals for a learning task; (iii) make sure there are suitable, safe conditions and enough of the necessary materials to perform the task; (iv) monitor and provide useful feedback to students as they progress in their work; (v) guide students to collaborate effectively; (vi) support students in assessing their work—both the process and the final results, or product; and more.²⁸

While introducing the methodological framework of *Nahw al-Wāḍih*, the authors state the following at the outset: We prepared the exercises to be of different types, easy to understand, and suitable for children. They encourage students to form and build sentences,

²⁵ Dr Tridip Mandal, *Maxims Of Teaching Role Of Teacher In Effective Teaching*, n.d.

²⁶ Stephen Brookfield, ed., *The Skillful Teacher: On Technique, Trust, and Responsiveness in the Classroom*, The Jossey-Bass Higher and Adult Education Series (Jossey-Bass, 2015).

²⁷ S Arulsamy and Zayapragassarazan, *Teaching Skills and Strategies* (Neelkamal Publications, 2011), 13.

²⁸ “Introduction to Activity-Based Learning,”- Geneva Global, www.genevaglobal.com/education n.d.

develop a good Arabic taste, and help them express ideas correctly. We also made sure that these composition exercises are connected to the grammar rules students have learned, so they can see how grammar improves clarity and good expression. We believe that Arabic grammar should be taught together with composition so that its benefits become clear and practical. These foundational ideas further supported by Professor Jack C. Richards, who, in his essay *Moving Beyond the Plateau*, explains that learners who progress from absolute beginners to real users of the language often experience a strong sense of satisfaction and achievement, as they recognize their ability to engage in meaningful communication in English.²⁹

The pedagogical foundation of *Nahw al-Wāḍiḥ* similarly aspires to foster the construction of new knowledge and the development of linguistic proficiency through well-designed learning activities. Consequently, the text places considerable emphasis on activity-based instructional tasks. This orientation is consistent with the view expressed by Stephen D. Brookfield, the author of *The Skillful Teacher*, who argues that when we use any teaching approach, we need to be clear exactly what it's intended to achieve. This clarity should be apparent not just to us but also to students. So a lecture should begin with the lecturer explaining its purpose, its relevance to course goals and the syllabus, and its connection to earlier class sessions or assignments.³⁰

Suitability for Non-Native Learners

The suitability of *Durūs al-Lughab al-‘Arabīyah* and *Nahw al-Wāḍiḥ* for non-native learners must be evaluated through multiple pedagogical and cognitive lenses. Non-native learners usually begin their study of Arabic in environments where exposure to natural linguistic input is limited or entirely absent, making the choice of instructional materials a decisive factor in their linguistic development. For such learners, textbooks often constitute the primary source of input and structured language practice.³¹ *Durūs al-Lughab al-‘Arabīyah* was intentionally designed for learners whose mother tongue is not Arabic, and its pedagogical structure reflects this orientation by minimizing explicit grammatical terminology in the early stages and emphasizing contextualized vocabulary and gradual pattern development—an approach consistent with second-language acquisition research which cautions that heavy explicit grammar instruction at initial stages may be unnecessary and even counterproductive.³²

There are numerous advantages for non-native learners, as the gradual introduction of vocabulary and grammatical structures lowers the initial barrier to entry and supports early comprehension without imposing cognitive overload.³³ Early successes support learner motivation and reduce anxiety, both of which are widely recognized as essential affective

²⁹ Jack C. Richards, *Moving beyond the Plateau: From Intermediate to Advanced Levels in Language Learning* (Cambridge University Press, 2008).

³⁰ Brookfield, *The Skillful Teacher*.

³¹ Jack C. Richards, *Curriculum Development in Language Teaching*, 1st ed. (Cambridge University Press, 2001), <https://doi.org/10.1017/CBO9780511667220>.

³² Stephen D. Krashen, *The Input Hypothesis: Issues and Implications*, 1. publ., [impr.] (Longman, 1989).

³³ Yongqi Gu, “Vocabulary Learning Strategies,” in *The Encyclopedia of Applied Linguistics*, 1st ed., ed. Carol A. Chapelle (Wiley, 2012), <https://doi.org/10.1002/9781405198431.wbeal1329>.

factors in successful second-language acquisition.³⁴ Also the lessons are carefully contextualized within everyday situations, enabling learners to use language meaningfully for functional communication rather than merely practicing isolated grammatical forms, in line with the communicative competence framework proposed by Canale and Swain.³⁵ Unlike approaches that teach grammar in isolation through rule memorization and passive exercises, *Durūs al-Lughah al-‘Arabīyah* introduces grammatical forms through examples embedded in meaningful contexts. Such an approach avoids the monotony and frustration associated with decontextualized grammar teaching criticized by Widodo.³⁶ In addition *Durūs al-Lughah* makes systematic use of pictures to introduce vocabulary and basic structures. Research on visual aids in language teaching shows that pictures bring elements of real-life context into the language classroom and serve as effective tools for teaching vocabulary, structures, situations, and communication skills, particularly at the beginner level.³⁷

Naḥw al-Wāḍiḥ follows a structured deductive instructional style in which lessons typically begin with examples, followed by explanation, theoretical formulation of rules, and finally practice activities. This example-to-theory progression supports systematic grammatical analysis and is particularly suited to intermediate and advanced learners who benefit from formal explication and controlled application of rules. Research in Arabic philology emphasizes that advanced comprehension depends on detailed grammatical awareness, particularly for engagement with classical texts. At the pedagogical level, explicit and systematically designed grammar exercises-using controlled syntax and vocabulary have also been shown to support focused grammatical learning objectives.³⁸ The text organizes essential grammatical topics-such as types of sentences, case endings, verb patterns, agents, objects, and particles-in a structured progression. Such systematic sequencing allows intermediate learners to consolidate earlier intuitive knowledge into a cohesive grammatical system, a process central to advanced proficiency development. For learners progressing to classical Arabic texts, mastery of iʿrab-the modification of word endings to indicate syntactic roles- is essential, as it functions as a primary marker for clarifying grammatical relationships and eliminating ambiguity of meaning. Studies in Arabic linguistics confirm that accurate iʿrab enables correct identification of grammatical relationships, thereby supporting precise interpretation of complex sentences.³⁹ *Naḥw al-Wāḍiḥ* reinforces these skills through systematic parsing exercises essential for advanced textual analysis.

For absolute beginners, deductive grammar can be cognitively overwhelming. Cognitive load theory demonstrates that introducing abstract rules too early can burden working memory and impair learning.⁴⁰ Also the lack of contextualized and illustrated

³⁴ Elaine K. Horwitz, "Foreign and Second Language Anxiety," *Language Teaching* 43, no. 2 (2010): 154–67, <https://doi.org/10.1017/S02614448099036X>.

³⁵ M. Canale and M. Swain, "Theoretical Bases Of Communicative Approaches To Second Language Teaching And Testing," *Applied Linguistics* 1, no. 1 (January 1980): 1–47, <https://doi.org/10.1093/applin/I.1.1>.

³⁶ Handoyo Puji Widodo, *Approaches and Procedures for Teaching Grammar*, n.d.

³⁷ Kateřina Joklová, "Using Pictures in Teaching Vocabulary" (Masters' Thesis, Department of English Language and Literature. Faculty of Education. Masaryk University, n.d.).

³⁸ Laura Perez-Beltrachini et al., *Generating Grammar Exercises*, n.d.

³⁹ Mahrida Wati et al., "Role Of Iʿrab In Eliminating Ambiguity Of Meaning In Arabic," *Jurnal Al-Maqayis* 11, no. 2 (2024): 256–66, <https://doi.org/10.18592/jams.v11i2.13748>.

⁴⁰ John Sweller, "Cognitive Load During Problem Solving: Effects on Learning," *Cognitive Science* 12, no. 2

examples in early units further limits accessibility for learners who have no prior exposure to Arabic structures. Although unsuitable as a starting point for beginners, *Nahw al-Wāḍiḥ* becomes highly effective for intermediate and advanced learners who require precise, rule-based grammatical knowledge for academic or religious studies. Its systematic presentation of core grammatical categories, focus on iʿrab, and alignment with the needs of classical text analysis make it an essential resource for learners pursuing advanced Arabic proficiency.

CONCLUSION

This study set out to examine the pedagogical distinctions between *Nahw al-Wāḍiḥ* and *Durūs al-Lughah al-‘Arabīyah*, to evaluate their classroom effectiveness, and to determine their suitability for non-native Arabic learners. The analysis reveals that the two textbooks embody fundamentally different instructional philosophies: *Nahw al-Wāḍiḥ* reflects a deductive, rule-oriented tradition designed for learners with greater linguistic maturity, whereas *Durūs al-Lughah* adopts an inductive, context-driven approach that aligns more closely with contemporary second-language acquisition principles. The findings demonstrate that *Durūs al-Lughah* offers lower cognitive load, richer contextualization, and integrated language skills, making it especially effective for beginners in non-Arab learning environments where exposure to natural linguistic input is limited. Conversely, *Nahw al-Wāḍiḥ* provides a systematic and rigorous grammatical framework that supports intermediate and advanced learners who require deeper structural understanding for academic or classical text engagement.

Synthesizing these insights, the study concludes that neither text is universally superior; rather, their effectiveness is contingent upon learner proficiency, cognitive readiness, and instructional context. For non-native learners, a sequenced curriculum that introduces *Durūs al-Lughah* at the foundational level and gradually transitions to *Nahw al-Wāḍiḥ* in the intermediate stages is pedagogically sound and empirically justified. This research contributes to the broader field of Arabic language pedagogy by offering evidence-based guidance on textbook selection, emphasizing the importance of cognitive scaffolding, contextual relevance, and learner-centered instruction. Despite its contributions, this study has certain limitations that should be acknowledged. The research relies primarily on qualitative textual analysis and informal interviews conducted within a limited number of traditional religious educational settings, which may restrict the generalizability of the findings. In addition, the absence of quantitative learner performance data limits the ability to measure learning outcomes statistically across different instructional contexts. It also underscores the need for further empirical research on instructional materials tailored for diverse non-native populations, thereby supporting the advancement of language pedagogy as a scientific discipline. Future studies may therefore adopt mixed-method or experimental designs involving larger and more diverse learner populations to empirically measure learning outcomes and further validate the pedagogical implications identified in this study.

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