



RECONSTRUCTING ARABIC LANGUAGE LEARNING STRATEGIES THROUGH A HOME-BASED LANGUAGE ACQUISITION (HBLA) APPROACH

^{1*}Buhori Muslim, ²Najwa Bukhari

¹Universitas Islam Negeri Ar-Raniry Banda Aceh, ²Institut Muslim Cendekia Sukabumi

E-mail: 1buhori.muslim@ar-raniry.ac.id, 2najwabukhari2002@gmail.com

Abstract

In teaching Arabic as a Foreign Language (AFL), many students still struggle to speak fluently even after years of study. This problem often results from highly structured teaching methods that emphasize grammar over real communication. In contrast, Home-Based Language Acquisition (HBLA), through natural and immersive exposure, enables effective first-language learning. This study identifies a gap in AFL: the absence of a comprehensive model that adapts HBLA principles for classroom use. Using a qualitative design research approach, a Systematic Literature Review (SLR) guided by the PRISMA framework was conducted to identify core HBLA principles. The review revealed four key elements: rich comprehensible input, socially mediated interaction, a supportive emotional environment, and functional, context-based learning. These principles were integrated into a new conceptual model called the HBLA Integrated Pedagogical Model (HBLA-IPM), consisting of deep input, mediated interaction, emotional support, and functional outcomes. The model shifts AFL from grammar-focused instruction to meaningful language use, offering a promising framework for developing confident and communicative Arabic learners.

Keywords: Home-Based Language Acquisition; Arabic Language Learning

تجرييد

في تعليم اللغة العربية للناطقين بغيرها، يواجه كثير من المتعلمين صعوبة في التحدث بطلاقة. ويرجع ذلك إلى الأساليب التعليمية المنظمة التي تركز على القواعد. وعلى العكس من ذلك، ينجح اكتساب اللغة في البيئة المنزلية (HBLA) بسبب طبيعته التفاعلية. الهدف من هذه الدراسة هي سد الفجوة في تعليم العربية بتطوير نموذج تعليمي يستند إلى مبادئ HBLA. استخدمت الدراسة منهج البحث النوعي بمراجعة منهجية للأدبيات وفق إطار PRISMA. وأسفرت النتائج عن أربعة مبادئ أساسية لـ HBLA: المدخلات اللغوية المفهومة، والتفاعل الاجتماعي الموجه، والبيئة العاطفية الداعمة، والتعلم الوظيفي القائم على السياق. وبناءً على ذلك، اقترح نموذج تربوي تكاملی (HBLA-IPM) يركز على الاستخدام الوظيفي للغة، ويسهم في تحويل تعليم العربية من التركيز على القواعد إلى التواصل الفعال، بهدف إعداد المتعلمين واثقين وقدرين على استخدام اللغة العربية بكفاءة

الكلمة المفتاحية: اكتساب اللغة القائم على البيئة المنزلية؛ تعلم اللغة العربية



INTRODUCTION

Arabic is a major global language. It has over 400 million speakers. It's a ritual language for over 1.8 billion Muslims. Mastering Arabic gives access to the Islamic world's intellectual heritage, culture, and geopolitics¹. Many educational institutions face challenges teaching Arabic as a Foreign Language (AFL). Students often don't speak well, despite studying for years. This is often called post-instruction communicative incapability². Among the difficulties of Arabic language structure are complex morphology, different syntactic systems, diglossia between the "standard" and dialectal forms are important structural factors that complicate learning by non-Arabic speakers³.

Children learn their first language (L1) well at home. They learn complex language quickly without formal grammar lessons. This learning is natural and driven by a desire to communicate⁴. These successes lead linguists to rethink foreign language teaching. They want to use methods that mimic natural language learning. This study argues that Home-Based Language Acquisition (HBLA) can help improve Arabic learning. This can create a better learning environment. The main argument of this study is that HBLA is not merely a pedagogical strategy⁵, but a recontextualization of Arabic language learning that positions the acquisition process as a social, ecological, and communicative phenomenon⁶. Implementing this approach has the potential to create a learning environment that is more conducive, humanistic, and aligned with the human brain's natural way of learning language⁷.

Formal Arabic instruction often focuses too much on grammar and structure. These methods emphasize grammar rules and isolated words, not real-world use. This makes students passive and anxious about speaking⁸. Teachers tend to dominate instruction. There is little student interaction. Students don't get enough real-world language input like they do at home. Several problems exist: (1) Students know grammar but can't speak in everyday situations. (2) They don't get enough comprehensible input, which⁹ says is key for language learning. (3) The learning environment is not supportive;

¹ Huda J. Fakhreddine and Suzanne Pinckney Stetkevych, *The Routledge Handbook of Arabic Poetry*, *The Routledge Handbook of Arabic Poetry*, 2023, <https://doi.org/10.4324/9781003096955>.

² Md. Didarul Islam1 Wahidul Islam, Saleh Ahmad1, "Investigating the Problems Faced by the University EFL Learners in Speaking English Language" 2, no. 2 (2022): 47–65, <https://doi.org/10.54855/ijte.22223>.

³ Judith Purkarthofer, Mina Finstad Berg, and Elizabeth Lanza, "Discourses between the Public and the Private: Transnational Families at the Crossroads," no. September 2021 (2022): 563–86, <https://doi.org/10.1093/applin/amab053>.

⁴ Heidi M Feldman, "How Young Children Learn Language and Speech: Implications of Theory and Evidence for Clinical Pediatric Practice Heidi," *Physiology & Behavior* 40, no. 8 (2019): 398–411, <https://doi.org/10.1542/pir.2017-0325>. How.

⁵ Kim Hua Tan et al., "The Potential of TikTok's Key Features as a Pedagogical Strategy for ESL Classrooms," *Sustainability (Switzerland)*, 2022, <https://doi.org/10.3390/su142416876>.

⁶ Francesca Napolitano et al., "Pedagogical Strategies to Improve Emotional Competencies in Nursing Students: A Systematic Review," *Nurse Education Today*, 2024, <https://doi.org/10.1016/j.nedt.2024.106337>.

⁷ Meryl Kusyk et al., "A Scoping Review of Studies in Informal Second Language Learning: Trends in Research Published between 2000 and 2020," *System* 130, no. February (2025): 103541, <https://doi.org/10.1016/j.system.2024.103541>.

⁸ Noor Sabah Naeem and Norma Saad, "Iraqi EFL Students' Perspective on Speaking Anxiety: A Pilot Study" 7, no. 2 (2020): 113–22, <https://doi.org/10.18034/ajhal.v7i2.524>.

⁹ Stephen D Krashen, *Principles and Practice in Second Language Acquisition*, University of Southern California (California: Pergamon Press Inc, 2009).

mistakes are frowned upon. This stops students from trying to speak. (4) Teachers don't use home-based learning methods like personalized interaction and clear physical context and communication goals.

Previous research shows that naturalistic and communicative language-learning approaches offer significant advantages. Second Language Acquisition (SLA) studies consistently demonstrate that social interaction and rich, meaningful input lead to stronger language development outcomes compared to rule memorization or form-focused instruction¹⁰. Vygotsky's Sociocultural Theory¹¹&¹² highlights the essential role of social interaction, scaffolding, and guidance from more capable individuals (such as parents or expert speakers)¹³. These principles closely align with Home-Based Language Acquisition (HBLA)¹⁴, which emphasizes interactive, supportive, and context-rich environments as the foundation for successful language learning¹⁵.

Some Arabic language scholars have tried communicative approaches. For example¹⁶, discovered that project work using technology can boost learner motivation and writing skills. However, most studies concentrate on specific techniques rather than changing the basic system of language teaching. Meanwhile, research on how children learn languages¹⁷ provides extensive evidence for HBLA principles, especially the roles of input quantity, input quality, and socially meaningful interaction¹⁸. Yet these well-established principles from first-language acquisition research are rarely translated into comprehensive instructional models for Arabic classrooms¹⁹.

So, there is a gap in the research. While people generally agree on the benefits of naturalistic methods, no study has completely redesigned Arabic learning using the HBLA system. Prior research is often limited: focusing on input (Krashen), interaction

¹⁰ Martha Bigelow and Jill Watson, *The Role of Educational Level, Literacy, and Orality in L2 Learning*, ed. Susa M. Gass and Alison Mackey, *The Routledge Handbook of Second Language Acquisition* (New York: Roudledge, 2013), <https://doi.org/10.4324/9780203808184>.

¹¹ J P Lantolf, "Introducing Sociocultural Theory," *Sociocultural Theory and Second Language Learning*, 2000, 1–26.

¹² Sallehuddin Md Yusof, "Vygotsky Sociocultural Theory of Child Development: More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD)," *ResearchGate*, no. October (2021): 2–19, <https://doi.org/10.13140/RG.2.2.35985.40804>.

¹³ Faeze Heydari, Saber Sheybani, and Ali Yoonessi, "Iranian Emotional Face Database: Acquisition and Validation of a Stimulus Set of Basic Facial Expressions," *Behavior Research Methods*, 2023, <https://doi.org/10.3758/s13428-022-01812-9>.

¹⁴ Sun Youn Lee and Joo Bong Kim, "Toward Optimal Second Language Acquisition and Proficiency: Addressing Limited Exposure and Educational Inequality in EFL Contexts through Home-Based Approaches and Interdisciplinary Insights," *Ampersand*, 2025, <https://doi.org/10.1016/j.amper.2025.100226>.

¹⁵ Viniti Vaish, Sun Baoqi, and L. Quentin Dixon, "Home Language Environment and Bilingual Acquisition in Preschoolers from Low-Income Homes: Differential Impact of Language and Literacy Related Factors," *Journal of Multilingual and Multicultural Development*, 2025, <https://doi.org/10.1080/01434632.2023.2263417>.

¹⁶ Hassane Benlaghrissi and L. Meriem Ouahidi, "Effect of WhatsApp-Based Tasks on Developing EFL Students' Writing Skills," *International Journal of Instruction* 17, no. 2 (2024): 707–20, <https://doi.org/10.29333/iji.2024.17239a>.

¹⁷ Heidi M Feldman, "How Young Children Learn Language and Speech: Implications of Theory and Evidence for Clinical Pediatric Practice Heidi."

¹⁸ Seow Mun Hue and Shaun Wen Huey Lee, "Learning Genetics through an Innovative Game: Geneblock," *Journal of Biological Education*, 2025, <https://doi.org/10.1080/00219266.2024.2365671>.

¹⁹ George F. Grosu et al., "The Fractal Brain: Scale-Invariance in Structure and Dynamics," *Cerebral Cortex*, 2023, <https://doi.org/10.1093/cercor/bhac363>.



(Vygotsky), or technology²⁰. It doesn't integrate HBLA components like immersion, tolerance for errors, scaffolding, and function-based learning into a strategic model for Arabic teachers. This study aims to fill this gap. The term "reconstruction" emphasizes the goal is not just adapting HBLA principles. It's rebuilding Arabic learning from the foundation of HBLA.

Based on this gap, this study aims to reconstruct and propose a strategic model for teaching Arabic. The model is based on Home-Based Language Acquisition principles. It should give teachers a framework for creating more natural and effective learning environments.

The research questions are: 1). What HBLA principles are useful for teaching Arabic as a foreign language? 2). How can these principles be turned into a structured strategy for Arabic classrooms? 3). What theoretical framework is best for integrating HBLA components into an Arabic learning model?

This study should contribute in several ways. Theoretically, it offers a new view of Arabic teaching. It connects child language acquisition research with foreign language learning theories. It suggests a theoretical model that combines principles from Input Theory, Sociocultural Theory, and child psycholinguistics. The study gives clear guidance for Arabic teachers, curriculum designers, and textbook authors. They can develop more innovative and learner-centered strategies. The model can boost learners' motivation and confidence in speaking Arabic. The study also helps society by creating more competent Arabic speakers. This can strengthen cross-cultural understanding and international diplomacy.

RESEARCH METHOD

This research seeks to redevelop Arabic language learning techniques with the use of the Home-Based Language Acquisition (HBLA) method. A qualitative research strategy that employs a Systematic Literature Review (SLR)²¹ was used to meet this objective, and then a conceptual model was developed. This design was chosen for its ability to produce a clear, replicable, and rigorous synthesis of insights. These insights come from multiple fields, including Second Language Acquisition (SLA), child language acquisition, and Arabic language pedagogy, in order to create a comprehensive and innovative theoretical framework.

The SLR methodology was informed by the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework.²² This was done to ensure methodological transparency and accuracy. Throughout the review process, all research relevant to the topic was evaluated, systematically identified, and interpreted. Thematic analysis and conceptual synthesis were then used to process the findings of the SLR in order to (1) create the fundamental tenets of HBLA, (2) convert these tenets into teaching strategies, and (3) incorporate them into a cohesive theoretical model.

²⁰ Benlaghrissi and Ouahidi, "Effect of WhatsApp-Based Tasks on Developing EFL Students' Writing Skills."

²¹ Alfiatus Syarofah et al., "A Systemic Literature Review on Ecological Approach in Language Teaching; State of the Art and Future Direction," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 2 (2024): 197–208, <https://doi.org/10.22219/jiz.v7i2.34554>.

²² Matthew J. Page et al., "The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews," *Journal of Clinical Epidemiology* 134, no. xxxx (2021): 178–89, <https://doi.org/10.1016/j.jclinepi.2021.03.001>.

RESEARCH FINDINGS

This study, adhering to the PRISMA protocol, systematically identified, analyzed, and synthesized literature from various fields, in line with the SLR process. The resulting key findings are detailed below:

Key Tenets of Home-Based Language Acquisition (HBLA) Applicable to Arabic Language Learning

Thematic analysis of selected articles, scholarly proceedings, and books meeting specific inclusion criteria successfully pinpointed four core HBLA tenets. These tenets hold importance in restructuring Arabic as a Foreign Language (AFL) instruction. They are interrelated and collectively form a holistic learning ecosystem:

1. Extensive and Understandable Input Immersion

This tenet, derived from Krashen's²³ Input Hypothesis, posits that language acquisition in children occurs through substantial exposure to linguistic input that is slightly beyond their current comprehension level. Recent research by Hoff²⁴ corroborates that the quantity and quality of input significantly shape the rate and depth of vocabulary acquisition in children²⁵. Such input extends beyond mere word lists, encompassing authentic language embedded in meaningful contexts and conveyed through diverse modalities (visual, kinesthetic, and auditory)²⁶.

Considering the complexity inherent in Arabic, its writing system, phonemic patterns, and morphology, this tenet assumes heightened significance. Effective input transcends vocabulary lists and translations, emphasizing authentic, contextually relevant, and multimodal language. Al-Seghayer²⁷, as demonstrated in System, established that multimodal input (e.g., text complemented by audio, video, and images) markedly enhances comprehension and vocabulary retention among novice Arabic learners. This suggests that educators should curate input, presenting language through narratives, songs, video dialogues, and real-world interactions relevant to students' lives²⁸. This rich input furnishes essential raw linguistic data, enabling the brain to discern patterns and intuitively construct a language system.

2. Facilitated Social Interaction and Support

In accordance with Vygotsky's (1978) Sociocultural Theory,^{29&30}, language acquisition transpires within social contexts, facilitated by a more knowledgeable other

²³ Krashen, *Principles and Practice in Second Language Acquisition*.

²⁴ Erika Hoff, Anders Højen, and Dorthe Bleses, "Social Contexts and Language Development: Past, Present and Future," *Language Development: Individual Differences in a Social Context*, no. August (2022): 23–40, <https://doi.org/10.1017/9781108643719.003>.

²⁵ Nataliia Oberste-Berghaus, "The Role of Teaching Foreign Languages in Developing Intercultural Competence," *Revista Romaneasca Pentru Educatie Multidimensională*, 2024, <https://doi.org/10.18662/rrem/16.1/808>.

²⁶ Mehul Bhattacharyya et al., "High Rates of Fabricated and Inaccurate References in ChatGPT-Generated Medical Content," *Cureus*, 2023, <https://doi.org/10.7759/cureus.39238>.

²⁷ Khalid Al-Seghayer, "Voices Across the Sands: A Historical Journey of English Language Teaching in Saudi Arabia," *British Journal of English Language Linguistics* 12, no. 3 (2024): 24–45, <https://doi.org/10.37745/bjel.2013/vol12n32445>.

²⁸ Taher Bahrahi, Sim Shu Tam, and Mohm Don Zuraidah, "Authentic Language Input through Audiovisual Technology and Second Language Acquisition," *SAGE Open* 4, no. 3 (2014): 1–8, <https://doi.org/10.1177/2158244014550611>.

²⁹ Lantolf, "Introducing Sociocultural Theory."



(MKO), like a parent. Parents naturally offer support, guiding children toward more advanced levels of understanding³¹. highlight that meaningful interaction, involving negotiation of meaning, serves as a potent catalyst for language acquisition.

This tenet reframes the teacher's function from lecturer to facilitator. Within Arabic language classrooms, this entails fostering opportunities for substantive interaction rather than rote drills³², in the Journal of Language Teaching and Research, discovered that project-based collaborative learning notably enhances speaking and writing proficiencies among Arabic as a foreign language learners, compared to conventional instruction. Support arises not only from educators but also from peers (peer support). Through collaborative tasks, students support, correct, and collectively deepen understanding. This meaning negotiation compels learners to actively process and utilize received input, converting it into internalized knowledge.

3. Favorable Emotional Milieu and Acceptance of Errors

Children learn within emotionally secure environments where experimentation and errors are seen as a natural aspect of the learning trajectory. Krashen's Affective Filter Hypothesis elucidates how low motivation, anxiety, and a deficiency in confidence can erect mental obstacles hindering language acquisition³³. determined that speaking anxiety is among the most widespread challenges for Arabic learners, frequently amplified by classroom settings that penalize errors.

Establishing a positive emotional climate underpins all other tenets. Without psychological safety, learners are unlikely to undertake risks necessary for interaction or for assimilating new input. Recent research by Horwitz and Tallon (2022)³⁴ in the Modern Language Journal reveals that teachers' immediacy behaviors (warmth, openness, accessibility) substantially diminish learners' language anxiety. In practical terms, this necessitates that teachers normalize errors, commend effort, and offer corrections non-critically (e.g., through recasts). Such psychologically safe environments lower the affective filter, enabling optimal input and interaction.

4. Context-Specific and Functional Learning

Children do not acquire the term "apple" from a dictionary; they learn it through seeing, holding, and consuming one. Their learning is intrinsically linked to functional objectives—requesting, articulating desires, or conveying experiences. This tenet aligns with task-based language teaching (TBLT), emphasizing the completion of communicative tasks rather than isolated grammatical forms³⁵.

This tenet instills purpose and direction throughout the learning endeavor. Absent functional goals, input and interaction devolve into hollow exercises. Within the realm of Arabic, this signifies transitioning from "memorizing idhāfa rules" to "being capable of

³⁰ Yusof, "Vygotsky Sociocultural Theory of Child Development: More Knowledgeable Other (MKO) and the Zone of Proximal Development (ZPD)."

³¹ Bigelow and Watson, *The Role of Educational Level, Literacy, and Orality in L2 Learning*.

³² Benlaghrissi and Ouahidi, "Effect of WhatsApp-Based Tasks on Developing EFL Students' Writing Skills."

³³ Naeem and Saad, "Iraqi EFL Students' Perspective on Speaking Anxiety: A Pilot Study."

³⁴ Li Hu and Yongliang Wang, "The Predicting Role of EFL Teachers' Immediacy Behaviors in Students' Willingness to Communicate and Academic Engagement," *BMC Psychology* 11, no. 1 (2023): 1–11, <https://doi.org/10.1186/s40359-023-01378-x>.

³⁵ Emre Güvendir and Bahiyyih Hardacre, "Task-Based Language Teaching and Grammar," *The TESOL Encyclopedia of English Language Teaching*, no. January (2020): 1–6, <https://doi.org/10.1002/9781118784235.eelt0989>.

describing objects in our surroundings." A meta-analysis by Bryfonski and McKay ³⁶ in Language Teaching Research indicates that TBLT consistently yields greater enhancement in communicative competence and fluency when contrasted with traditional methodologies. Well-structured tasks organically prompt learners to employ diverse linguistic structures, seek novel vocabulary, and engage in interaction to attain outcomes. The functional output stemming from these tasks furnishes evidence of learning and spurs students to partake in subsequent learning iterations.

These four tenets constitute a mutually reinforcing ecological cycle rather than a linear progression. This model corresponds with ecological which perceive learning as a complex, dynamic phenomenon emerging from interactions between agents (teachers, students) and their respective environments³⁷. The subsequent table delineates an action-impact ecological flow, illustrating how each stage manifests in classroom practice and its psychological ramifications on learners³⁸.

Table. Action–Impact Ecological Flow

| Cycle Stage & Principle | Core Classroom Actions | Psychological Goals & Impacts | Flows Into... |
|--|---|---|---|
| 1. Rich Input | The teacher introduces language by way of videos, stories, songs, or tangible objects. Students watch and listen. | Supplies linguistic material. Promotes inquisitiveness and a need for communication. | → Results in a demand to communicate. |
| 2. Mediated Interaction | Students hold discussions, pose questions, or collaborate in groups to comprehend the input. The teacher guides and offers scaffolding. | T Changes passive input to active understanding. Develops collective meaning via negotiation. | → Results in the meaning negotiation process. |
| 3. Positive Affective Environment | The teacher provides encouragement, commends effort, and treats mistakes as normal. Students feel secure enough to experiment. | Reduces anxiety. Fosters self-assurance for engagement. | → Permits linguistic experimentation. |
| 4. Functional Output | Students employ the language to carry out real-world activities (presentations, dialogues, project creation). | Changes comprehension to actual communication skills. Gives a sense of success. | → Goes back to Rich Input (but at an increased difficulty level). |

³⁶ Lara Bryfonski and Todd McKay, "TBLT Implementation and Evaluation: A Meta-Analysis," *Language Teaching Research* 23 (September 2019): 603–32, <https://doi.org/10.1177/1362168817744389>.

³⁷ Alfiatus Syarofah et al., "A Systemic Literature Review on Ecological Approach in Language Teaching: State of the Art and Future Direction."

³⁸ Diane Larsen Freeman and Lynne Cameron, "Research Methodology on Language Development from a Complex Systems Perspective," *Modern Language Journal* 92, no. 2 (2008): 200–213, <https://doi.org/10.1111/j.1540-4781.2008.00714.x>.



| Cycle Stage & Principle | Core Classroom Actions | Psychological Goals & Impacts | Flows Into... |
|-----------------------------|---|---|--|
| 5. Motivational Loop | Students feel driven and successful due to their ability to use the language. | Develops a virtuous cycle. Learners develop openness and excitement towards learning. | → Goes back to Rich Input (but at a higher level of difficulty). |

Thus, reconstructing Arabic language learning using the four HBLA principles is more than just swapping one method for another. It means changing the whole learning system into an active place where language is picked up naturally, significantly, and with pleasure, which is how people learn their first language.

Reconstructing HBLA Principles into Classroom Arabic Language Learning Strategies: From Philosophy to Transformative Practice

Arabic language teaching, when it's taught as a foreign language, usually sticks to old ways that focus on getting grammar (nahw) and word structure (ṣarf) right, without looking at the context. Because of this, students might know how sentences are put together but still can't use the language to talk to others. Turning HBLA principles into classroom learning strategies isn't just about changing how things are done; it's a change in thinking that puts learning back where it belongs: as something social, important, and focused on people. This change needs us to go from "teaching about the language" to "teaching by using the language." Each HBLA principle is taken in and used through combined strategies.

The following table shows how HBLA principles are changed into Arabic language learning strategies for the classroom:

Table. Adapting HBLA Principles into Practical Classroom Strategies

| HBLA Principle (Theoretical) | Adaptation into Instructional Strategy | Classroom Examples |
|--|--|--|
| 1. Immersive Input (Extensive Language Exposure) | Curating Authentic and Diverse Content. The instructor chooses real and interesting linguistic materials. | Incorporate videos from platforms like YouTube and TikTok, music, and Arabic cartoons. Employ real-world texts like advertisements, menus, and product labels. |
| 2. Mediated Interaction (Learning Via Interaction) | Designing Collaborative Learning and Offering Active Assistance. The instructor plans activities that necessitate learner interaction. | Employ information-gap exercises where students hold unique information. Simulate realistic role-playing situations, such as interactions between a traveler and local. |
| 3. Affective Climate (Emotional Security for Learning) | Employing Supportive Correction Techniques and Encouragement. The instructor cultivates an environment where mistakes are viewed as a part of learning. | Correct through recasts by restating the correct form without negative feedback. Use an achievement board that values effort and courage over grades. |

| HBLA Principle (Theoretical) | Adaptation into Instructional Strategy | Classroom Examples |
|--|---|--|
| 4. Functional Learning (Purposeful Language Use) | Designing Project-Based Learning (TBLT). The instructor assigns practical, real-world projects instead of grammar exercises. | Project Cycle: Preparation (pre-task), Execution (task-cycle), and Review (post-task). Employ performance assessment through rubrics focused on interaction and teamwork. |

Hence, the result of this reconstruction is not simply a compilation of separate strategies but rather an integrated and living learning environment. A large amount of input acts as the stimulus for collaborative engagement. However, such engagement is contingent on a supportive and secure emotional environment. All these actions are aimed at producing practical outcomes through assigned tasks, which in turn creates the impetus to re-engage in the cycle with increasingly difficult input.

This method is consistent with the Complex Systems Theory regarding language acquisition which perceives the classroom as an intricate adaptive system³⁹. Alterations in one area may result in far-reaching modifications throughout the entire system⁴⁰. In this regard, the teacher is no longer simply a repair person replacing old components, but instead becomes like a gardener who cultivates the environment, making sure that each aspect gains the adequate sunlight, water, plus nutrients which enable the “language plant” to thrive well and naturally.

Revising HBLA principles into techniques for classroom learning signifies a significant move that redirects emphasis from product (memorized grammar) toward process (meaningful language use). Through the use of strategies that focus on real content management, collaborative structures, corrective measures that are restorative, together with learning that is task-based, teachers of the Arabic language have the ability to create learning settings that prove to be academically successful in addition to being emotionally beneficial. The main aim is to grow a group of students who do not simply have understanding of Arabic, but rather develop into self-assured, articulate, and culturally mindful users of it, equipped to foster connections as opposed to only deconstructing language patterns.

DISCUSSION

The results of this study provide new perspectives on how to deal with long-term challenges in learning Arabic. This discussion goes into more detail about the significance of these results.

HBLA as a Possible Way to Deal with Ongoing Problems in Learning Arabic

The HBLA-IPM model shifts the focus of Arabic learning from understanding rules to using language for communication, from a cognitive-structural paradigm to a social-functional one. This change directly addresses the problems that were identified

³⁹ Alfiatus Syarofah et al., “A Systemic Literature Review on Ecological Approach in Language Teaching; State of the Art and Future Direction.”

⁴⁰ Freeman and Cameron, “Research Methodology on Language Development from a Complex Systems Perspective.”



earlier. To begin, the model makes up for the lack of real-world input that is often reported in traditional classrooms by making Immersive Input its main part. In addition, the Affective Support part focuses specifically on fear of speaking, which ⁴¹ says is a major obstacle. By creating a setting where mistakes are accepted, the model lowers learners' emotional barriers, which makes input and interaction more helpful. Third, the Mediated Interaction part changes the teacher's role from "lecturer" to "facilitator," which solves the problem of passive and teacher-centered classroom settings.

Practical Things for Teachers and Curriculum Designers to Think About: A New Way to Teach Arabic

The results of this study have important real-world implications and call for a fundamental change from traditional ways of doing things to practices that are more comprehensive and focused on people. These things to think about are directly related to two key people: teachers in the classroom and curriculum designers.

What It Means for Teachers: Changes in How They Work and Teach

The HBLA-IPM model tells teachers to stop being just instructors and start being facilitators, curators, and motivators. This calls for a number of changes in how things are done every day:

1. A New Role as a Person Who Helps and Gives Support

Teachers are no longer the main source of knowledge, but rather guides who shape the learning environment. Their main jobs are to give rich Immersive Input and to help with Mediated Interaction. When students have trouble, teachers offer help in the form of prompts or questions that guide them, rather than giving them direct answers. This is in line with Task-Based Language Teaching (TBLT), where learning is focused on completing tasks that require communication, and language is used as a way to achieve those goals⁴². Guvendir says that in TBLT, the teacher's job is to organize the task flow and give the right amount of help, not to control every little thing about the language.

2. Creator of Learning Activities That Are Based on Context and Tasks

Teachers are told to make real tasks that are relevant to the lives of their students. Instead of teaching separate vocabulary lists about food and drinks, teachers could plan a project like Planning a Birthday Party. In this project, students naturally learn vocabulary and sentence structures for invitations, bargaining, acceptance, and refusal (Functional Output) in a way that makes sense. A meta-analysis by Bryfonski and McKay in Language Teaching Research shows convincingly that TBLT leads to greater gains in communicative competence and fluency than methods that focus on form⁴³. Using a Wide Range of Rich and Different Learning Resources

It is no longer enough to rely on textbooks as the only source of information. Teachers need to find learning resources that use real things, multimedia (videos, songs, short films), and digital technology. For example, using Google Street View for a "virtual walk" through a market in Damascus, or using TikTok videos from Arab creators to learn slang that is used in context. Al-Seghayer ⁴⁴ shows in System that multimodal input (text

⁴¹ Naeem and Saad, "Iraqi EFL Students' Perspective on Speaking Anxiety: A Pilot Study."

⁴² Guvendir and Hardacre, "Task-Based Language Teaching and Grammar."

⁴³ Bryfonski and McKay, "TBLT Implementation and Evaluation: A Meta-Analysis."

⁴⁴ Al-Seghayer, "Voices Across the Sands: A Historical Journey of English Language Teaching in Saudi Arabia."

+ audio + visual) is much more effective for learning Arabic vocabulary than monomodal input because it makes it easier to figure things out in context.

4. Builder of a Good Emotional Atmosphere

The Affective Support part puts the teacher in charge of emotional safety. Teachers need to put up with mistakes, give specific praise for effort, and build personal relationships with students. This is a direct application of Krashen's Affective Filter Hypothesis⁴⁵, which says that students learn more language when they are motivated and confident. Hu and Wang found in The Modern Language Journal that teachers who act in ways that show they are approachable, warm, and open significantly reduce students' anxiety about language⁴⁶.

In general, the HBLA-IPM encourages a change in how language is taught, one that sees language not as a set of rules to memorize, but as a tool that is used to interact, think, and build relationships. For teachers, this means giving students more freedom. For curriculum developers, this means creating ecosystems that are student-centered, flexible, and real.

If these things are taken into account, they could change the way Arabic is taught in Indonesia to make it a more relevant, interesting, and effective experience, which would ultimately produce students who are competent and confident.

Limitations and Directions for Future Research

This study has one main drawback: the HBLA-IPM model is theoretical in nature. The model was built by analyzing themes and putting together different pieces of literature in depth. Even though the theoretical foundation is strong, its effectiveness has not yet been proven in real classrooms. As a result, there is currently no data to show how much this model can improve learning outcomes, motivation, or understanding of concepts in real Arabic language classrooms.

Given this limitation, there are several areas for future research that are important to further develop and validate the HBLA-IPM model:

1. Studies on Empirical Validation and Implementation

These studies are meant to test how well the model works in practice. Possible ways to do this include: Experimental research that uses pre-test/post-test control group designs to measure how much the model affects grammar understanding, vocabulary acquisition, speaking ability, and reading comprehension in a quantitative way. Classroom-based Action Research (CAR), where teachers act as researcher-practitioners, implementing, reflecting on, and improving the model in their own classrooms.

2. Case Studies

Qualitative case studies could look at how the model is used in one or more classrooms, looking closely at the processes, interaction dynamics, student responses, and how teachers make decisions.

CONCLUSION

This research addresses the ongoing issues in teaching Arabic as a Foreign Language. Specifically, it tackles the divide between mastering grammar and being able

⁴⁵ Krashen, *Principles and Practice in Second Language Acquisition*.

⁴⁶ Hu and Wang, "The Predicting Role of EFL Teachers' Immediacy Behaviors in Students' Willingness to Communicate and Academic Engagement."



to communicate effectively. This divide often leaves students unable to speak well after being taught. The study reviews existing research and successfully identifies and combines four main ideas of HBLA into one framework. These ideas include emotional support, guided interaction, exposure to language, and practical learning. The key contribution of this work is the creation of the Home-Based Language Acquisition Integrated Pedagogical Model (HBLA-IPM). This model aims to change how Arabic is learned by moving away from strict grammar-based methods to a more complete and human-centered approach.

The HBLA-IPM is important because it brings together different theories of how people learn a second language (SLA) into a single teaching method. The model doesn't just provide a set of techniques, but an overall way of thinking where the four parts work together at the same time. This mirrors how people naturally learn their first language. The practical effects of this are considerable. Teachers would change from being instructors to facilitators, content organizers, and creators of a safe learning space. For those creating curriculums, the model promotes a change from syllabi based on grammar to those based on skills and functions, and from standard tests to real-world performance evaluations.

Although the HBLA-IPM has a strong base in theory and is backed by a lot of research, this study recognizes that the model is still just an idea. This is a major limit but it also creates opportunities for further research. Therefore, the next important step is to test how well the model works in actual teaching situations. It is highly recommended to conduct experiments, action research, and detailed case studies to see how the model affects students' motivation, confidence, and ability to communicate.

In the end, this study provides not just a teaching model but also a vision for changing Arabic language education. By using HBLA ideas, learning Arabic can go from being a hard and mechanical process to one that is meaningful, empowering, and fun. The HBLA-IPM has great potential to develop a generation of Arabic learners who are not only good at grammar, but also fluent and confident speakers. These speakers will be able to build connections between cultures and engage with the rich history of the Islamic world.

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