

**AN INTEGRATED ARABIC LANGUAGE TEACHING MODEL BASED
ON LINGUISTIC DIAGNOSTIC ASSESSMENT FOR BEGINNER AND
INTERMEDIATE LEARNERS**

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Abstract

Learning Arabic as a foreign language faces various challenges due to the complexity of the language's linguistic characteristics—including morphology, syntax, the inflectional system, and diglossia—which give rise to different learning needs at each proficiency level. On the other hand, the communicative approach has not yet been fully able to balance the development of communicative competence, grammatical accuracy, and the ability to comprehend authentic texts. This study aims to develop the Linguistic Diagnostic Assessment-Based Arabic Language Teaching Model (MPBADL) as a learning framework that adapts to learners' linguistic needs. The study employs a conceptual model development approach through a literature review using content analysis and conceptual synthesis of theories and previous research findings. The results of the study produced the MPBADL conceptual model, which consists of four main components: linguistic diagnostic assessment, reinforcement of grammatical competence, communicative activities, and the utilization of Islamic texts. This model also offers a learning syntax that positions diagnostic assessment as the foundation for determining learning objectives, materials, strategies, activities, and evaluation. Conceptually, MPBADL contributes an adaptive and systematic Arabic language learning framework capable of balancing communicative competence, grammatical accuracy, and comprehension of authentic texts.

Keywords: Arabic language teaching, linguistic diagnostic assessment, instructional model, grammatical competence, communicative competence.

A. INTRODUCTION

The teaching of Arabic as a foreign language continues to evolve in line with the growing demand for teaching models capable of developing communicative competence while also fostering mastery of linguistic structures and

the ability to comprehend authentic texts. This development reflects a shift from approaches focused on the delivery of content or the mastery of grammatical rules in isolation toward a more integrative, contextual, and learner-centered approach. Consequently, various innovations in Arabic language instruction continue to be developed to create a more effective learning process that aligns with the characteristics of learners of Arabic as a foreign language (Richards & Rodgers, 2014).

The need for a more integrative learning model is closely tied to the linguistic characteristics of the Arabic language, which is highly complex. Arabic has a morphological system based on word roots (*al-jidhr*) and patterns (*al-awzān*), an inflectional system (*al-i'rāb*) that affects the syntactic function of each word, as well as the phenomenon of diglossia between Standard Arabic (*fuṣḥā*) and the colloquial variety (*āmiyyah*). These characteristics require learners to simultaneously understand the interrelationships between word forms, grammatical functions, and meaning; thus, the learning process cannot be limited to mastering vocabulary or communication skills alone. Mastery of nahwu and sharaf remains a crucial foundation for developing linguistic accuracy while supporting the ability to comprehensively understand Arabic texts (Ismail, 2024).

The complexity of these linguistic characteristics presents different challenges at each level of learner proficiency. At the muḥtadī' level, learning focuses on mastering basic vocabulary, forming simple sentences, and understanding elementary rules of nahwu and sharaf. Meanwhile, at the mutawassīṭ level, learners begin to encounter more complex grammatical structures, such as *the idāfah*, *na'at-man'ut*, verb conjugations, and the comprehension of authentic texts that require both grammatical accuracy and semantic understanding simultaneously. These differing needs indicate that Arabic language instruction cannot be standardized across all proficiency levels but must be designed adaptively in accordance with the development of learners' linguistic abilities so that communicative competence and grammatical competence can develop in a balanced manner (Mohamed, 2024).

To address learning needs that align with learners' linguistic characteristics and proficiency levels, various approaches have been developed, one of which is *Communicative Language Teaching* (CLT). This approach prioritizes communicative competence as the primary learning objective through the use of language in real-life contexts, collaborative activities, problem-solving, and learner-to-learner interaction (Richards & Rodgers, 2014). In Arabic language learning, the application of CLT has been reported to enhance learners' speaking confidence, active participation, learning motivation, and communicative competence because the language is practiced as a tool for communication, rather than merely studied as a set of grammatical rules (Asshidiqie et al., 2025). Therefore, CLT has become one of the most widely adopted approaches in teaching Arabic as a foreign language.

Nevertheless, the implementation of CLT in Arabic language learning still faces a number of challenges. The greater emphasis on communicative fluency is often not balanced by adequate attention to the correct use of *nahwu* and *sharaf* rules, so grammatical errors may continue to recur if not accompanied by systematic feedback. Furthermore, communication-oriented learning has not always been able to help learners understand the linguistic structures necessary for interpreting authentic texts, particularly the Qur'an, hadith, and Islamic literature. These conditions indicate that the development of communicative competence must be balanced with the strengthening of linguistic competence so that Arabic language learning can produce accurate communication skills while also supporting the comprehension of Arabic-language texts (Nurpadilah et al., 2026).

The need to balance communicative and linguistic competencies has spurred the development of research on diagnostic assessment and error analysis in Arabic language learning. Unlike summative assessment, which focuses on final outcomes, diagnostic assessment aims to identify learners' strengths, weaknesses, and patterns of linguistic errors before and during the learning process. This information serves as the basis for teachers to prioritize content, select learning strategies, and provide interventions tailored to students' learning needs. Various studies indicate that the

use of diagnostic assessment and error analysis can improve the accuracy of instructional planning because pedagogical decisions are based on the actual linguistic needs of learners, rather than merely following the sequence of material in the textbook (Akbar, 2025).

To provide an overview of the development of research related to the communicative approach, diagnostic assessment, and Arabic language learning based on Islamic texts, several relevant previous studies are presented in Table 1.

Table 1

No	Researcher	Research Focus	Key Findings	Limitations
1	Nurpadilah et al. (2025)	Implementation of Communicative Language Teaching (CLT)	CLT improves students' communication skills and learning participation.	It has not yet integrated the reinforcement of nahwu–sharaf and diagnostic assessment.
2	Murtadho et al. (2025)	The Communicative Approach in Arabic Language Learning	Learning becomes more active and communicative.	Has not yet used error diagnosis as the basis for learning.
3	Ta'limi (2025)	Diagnostic Assessment	Diagnosis can identify students' learning difficulties.	It stops at the identification stage and does not yet produce a learning model.
4	Ishak et al. (2025)	Pedagogical Grammar and the Qur'an	Integrating linguistic rules with Islamic texts enhances grammatical understanding.	Has not yet been integrated with communicative activities and diagnostic assessment.

5	Akzam & Zubaidah (2024)	Integration of nahwu and sharaf	It is important to teach nahwu and sharaf in an integrated manner.	Has not used the mapping of learners' linguistic needs as the basis for learning.
6	This study	MPBADL	integrates diagnostic assessment, nahwu–sharaf, communicative activities, and comprehension of Islamic texts into a single instructional framework.	—

Based on the research synthesis in Table 1, it can be seen that previous studies have made significant contributions to the development of Arabic language learning, whether through the communicative approach, diagnostic assessment, or the integration of grammatical rules with Islamic texts. However, these studies have developed each aspect separately and thus have not yet produced a learning model that places linguistic diagnostic assessment as the foundation for determining nahwu–sharaf material, communicative activities, and the integrated use of Islamic texts. Therefore, this study proposes an Integrated Arabic Language Teaching Model Based on Linguistic Diagnostic Assessment / Model Pembelajaran Bahasa Arab Berbasis Asesmen Diagnostik Linguistik (MPBADL) for learners at the mubtadi' and mutawassit levels.

This model uses diagnostic assessment as the initial stage to map learners' linguistic needs, then employs the results of this diagnosis as the basis for prioritizing nahwu and sharaf content, designing communicative activities, selecting Islamic texts appropriate to the learners' proficiency levels, and conducting ongoing learning evaluations. With this approach, the MPBADL is

expected to bridge the development of communicative competence with grammatical accuracy and the ability to understand Islamic texts, thereby making Arabic language learning more adaptive to learners' linguistic needs.

B. RESEARCH METHODOLOGY

This study employed a library research approach using a conceptual model development design. The study aimed to develop a conceptual model through the critical synthesis of theories, previous research findings, and relevant concepts without collecting empirical data directly. The model development followed the characteristics of a conceptual paper, which emphasizes the integration of multiple theoretical perspectives to construct a new conceptual framework that addresses a specific scholarly problem (Jaakkola, 2020).

The data sources consisted of both primary and secondary sources. The primary sources included scholarly journal articles discussing the linguistic characteristics of Arabic, *Communicative Language Teaching* (CLT), linguistic diagnostic assessment, pedagogical grammar, *Text-Based Learning*, and Arabic language teaching as a foreign language. The secondary sources comprised academic books, conference proceedings, and other scholarly documents relevant to the development of Arabic language teaching models.

Data were collected through document analysis by reviewing scientific publications retrieved from reputable academic databases, including Google Scholar and accredited Indonesian journals. The selected literature was evaluated based on its relevance to the research focus, publication recency, source credibility, and contribution to the development of Arabic language teaching models.

Data analysis employed content analysis combined with conceptual synthesis. The analytical procedures consisted of five stages: (1) identifying the linguistic characteristics of Arabic and their implications for teaching learners at the *mubtadi'* (beginner) and *mutawassit* (intermediate) levels; (2) analyzing the strengths and limitations of existing Arabic language teaching approaches, particularly *Communicative Language Teaching* (CLT); (3) identifying the contributions of linguistic diagnostic assessment, grammatical competence

development, and the use of Islamic texts based on previous studies; (4) synthesizing these findings into the components and instructional syntax of the proposed model; and (5) formulating the Integrated Arabic Language Teaching Model Based on Linguistic Diagnostic Assessment (MPBADL) as a conceptual framework that integrates linguistic diagnostic assessment, grammatical competence enhancement, communicative activities, and the use of Islamic texts for *mubtadi'* and *mutawassit* learners.

C. RESULTS AND DISCUSSION

1. Rationale for The Development of MPBADL

The development of the Integrated Arabic Language Teaching Model Based on Linguistic Diagnostic Assessment (MPBADL) stems from the need for a learning model capable of addressing both the linguistic characteristics of the Arabic language and the learning needs of students at the *mubtadi'* and *mutawassit* levels. Various studies indicate that Arabic possesses complexities in morphology, syntax, inflection, and diglossia that make the learning process distinct from that of other foreign languages (Asadi et al., 2024). These characteristics require a learning approach that not only develops communication skills but also builds accuracy in the use of linguistic structures as a foundation for understanding Arabic texts.

In practice, modern Arabic language instruction largely adopts *Communicative Language Teaching* (CLT) because it has been proven to enhance learners' communicative competence, learning participation, and confidence in using Arabic orally (Nurpadilah et al., 2026). Nevertheless, a number of studies indicate that a purely communicative orientation has not yet been fully effective in addressing the grammatical difficulties experienced by learners, particularly regarding the mastery of *nahwu* and *sharaf*, which form the foundation for accurately understanding Arabic language structure (Murtadho et al., 2025). This finding is consistent with Al-Busaidi, who argues that Arabic grammar instruction should not rely solely on the communicative approach but should also incorporate explicit and systematic grammar instruction to enable learners to achieve grammatical accuracy alongside communicative fluency. Consequently, specific

linguistic errors may become fossilized if they are not identified and addressed through appropriate instructional strategies (Albuaishi, 2025).

On the other hand, developments in diagnostic assessment indicate that identifying learners' linguistic errors can provide more accurate information about their learning needs than simply following the sequence of material in a textbook. Diagnostic results enable teachers to prioritize content, select learning strategies, and provide interventions that are better suited to the specific difficulties learners face (Black & Wiliam, 1998). This view is reinforced by Farhady and Selcuk, who found that classroom-based diagnostic assessment serves not only to identify learners' weaknesses but also to support teachers in making informed pedagogical decisions, including adjusting instructional objectives, learning materials, and teaching strategies according to students needs (Farhady & Selcuk, 2022). However, previous studies on diagnostic assessment in Arabic language teaching have generally focused on identifying learners' errors rather than developing comprehensive instructional models based on diagnostic findings.

Based on the results of the conceptual synthesis, the Integrated Arabic Language Teaching Model Based on Linguistic Diagnostic Assessment (MPBADL) was developed as a conceptual model that integrates four main components: linguistic diagnostic assessment, reinforcement of nahwu–sharaf competencies, communicative activities, and comprehension of Islamic texts. Unlike learning models that begin with the presentation of material, the MPBADL uses the results of diagnostic assessment as the starting point for determining learning objectives, content, strategies, and evaluation. Thus, the learning process becomes more adaptive to learners' linguistic needs, without neglecting the development of communicative competencies or the ability to understand authentic texts.

The development of MPBADL demonstrates that Arabic language learning requires a model that is not only oriented toward the development of communicative competence but is also capable of accommodating learners' linguistic needs based on the results of diagnostic assessments. This conceptual finding aligns with the

view of Richards and Rodgers that no single learning approach is fully effective across all contexts; therefore, the selection of learning strategies must take into account the characteristics of the language and the learners' needs (Richards & Rodgers, 2014). In the context of Arabic, the characteristics of morphology, syntax, inflection, and diglossia cause learners to face different difficulties at each proficiency level, so a uniform approach to learning tends to be less capable of accommodating these varying needs (Asadi et al., 2024).

Furthermore, the use of diagnostic assessment as a starting point in MPBADL expands the function of assessment from merely an evaluation tool to a foundation for pedagogical decision-making. This approach aligns with the concept of “*assessment for learning*” proposed by Black and Wiliam, namely that information obtained through assessment should be utilized to design more effective learning experiences (Black & Wiliam, 1998).

Furthermore, MPBADL is not intended to replace *Communicative Language Teaching* (CLT), but rather to build upon it through the integration of grammatical competence reinforcement and the use of Islamic texts. This approach is based on the finding that learning oriented solely toward communication has the potential to result in fluency without the accurate use of grammatical structures, particularly in Arabic, which has complex nahwu and sharaf systems (Albuaishi, 2025). Therefore, the MPBADL offers a more comprehensive learning framework by positioning diagnostic assessment as a link between the identification of linguistic needs, the strengthening of grammatical competence, communicative activities, and the comprehension of Islamic texts. Thus, this model is expected to make a conceptual contribution to the development of Arabic language learning for learners at the *mubtadi*’ and *mutawassit* levels.

2. Philosophical and Theoretical Foundations of MPBADL

The Integrated Arabic Language Teaching Model Based on Linguistic Diagnostic Assessment (MPBADL) was developed through a synthesis of several complementary philosophical and theoretical foundations. Philosophically, this

model is oriented toward *learner-centered learning*—that is, learning that places the learners' needs, characteristics, and linguistic difficulties at the core of the instructional design process. Thus, differences in initial proficiency and patterns of language errors are viewed as crucial information for determining adaptive learning strategies (Black & Wiliam, 1998).

Theoretically, MPBADL adopts *Error Analysis* as the basis for identifying learners' linguistic errors and uses this as a reference for determining priorities in learning content (Corder, 1967). This process is integrated with *Linguistic Diagnostic Assessment*, which serves to map learners' initial proficiency so that teachers can design more targeted learning interventions (Black & Wiliam, 1998). Akbar's findings reinforce this view by showing that diagnostic assessment in Arabic language learning serves as a tool for identifying learning difficulties while also providing teachers with information to determine learning strategies that are better suited to students' linguistic needs (Akbar, 2025). Therefore, in the MPBADL framework, diagnostic assessment is not only positioned as a stage for identifying initial proficiency but also as the basis for pedagogical decision-making throughout all stages of learning.

In practice, MPBADL integrates the principles of *Communicative Language Teaching* (CLT) with *Explicit Grammar Instruction*. Communicative activities remain the primary means of developing language proficiency, while instruction in nahwu and sharaf is provided explicitly in accordance with the needs identified through diagnostic assessment (Richards & Rodgers, 2014). The findings of Zulhannan et al. show that Arabic language instruction that incorporates communicative activities can enhance learners' participation, motivation, and self-confidence in actively using Arabic. However, the study also indicates that the effectiveness of communicative activities is optimized when supported by adequate mastery of linguistic structures (Zulhannan et al., 2025). Therefore, MPBDL does not position CLT as a standalone approach but rather integrates it with Explicit Grammar Instruction so that communicative competence develops in balance with grammatical accuracy.

In addition, MPBADL utilizes the principle of *Text-Based Learning* through the gradual use of Islamic texts according to the learners' proficiency levels. The use of the Qur'an, hadith, and classical literature aims not only to improve the ability to understand authentic texts but also to strengthen mastery of Arabic language structures in meaningful contexts.

Based on a synthesis of these various foundations, MPBADL was developed as a learning model that integrates linguistic diagnostic assessment, error analysis, reinforcement of grammatical competence, communicative activities, and the use of Islamic texts into a single systematic learning framework.

A synthesis of these philosophical and theoretical foundations shows that MPBADL is not based on a single learning approach but rather integrates several theories that complement one another. This approach aligns with the view of Richards and Rodgers that the effectiveness of language learning depends on the ability to combine various pedagogical principles in accordance with the characteristics of the language and the learners' needs (Richards & Rodgers, 2014). In the context of Arabic, the complexity of morphology, syntax, inflection, and diglossia demands a learning approach that not only develops communicative competence but also emphasizes grammatical accuracy and the ability to comprehend authentic texts (Asadi et al., 2024). Therefore, the integration of *Error Analysis*, *Linguistic Diagnostic Assessment*, *Explicit Grammar Instruction*, *Communicative Language Teaching*, and *Text-Based Learning* within the MPBADL serves as a conceptual foundation that enables learning to be more adaptive to learners' linguistic needs. Thus, the theoretical foundation of the MPBADL not only strengthens the model's conceptual validity but also demonstrates that each component within the model has a theoretical basis that mutually supports the others.

Graphic 1. Conceptual Framework of MPBADL

Philosophical Foundations of Learner-Centered Learning

Error Analysis → Identifying patterns of linguistic errors

Diagnostic Assessment → Identifying Learners' Learning Needs

Communicative Language Teaching → Developing communicative competence

Explicit Grammar Instruction → Strengthening proficiency in nahwu and sharaf

3. Novelty of MPBADL

The novelty of MPBADL lies in the integration of four main components—namely, linguistic diagnostic assessment, reinforcement of grammatical competence (nahwu–sharaf), communicative activities, and the use of Islamic texts—into a single systematic learning model. Until now, research on Arabic language learning has tended to develop these four aspects separately. The *Communicative Language Teaching* (CLT) approach focuses on the development of communicative competence; diagnostic assessment is used to identify learning needs; nahwu–sharaf instruction emphasizes linguistic structural accuracy; while Islamic text-based learning is aimed at improving the ability to comprehend authentic texts (Richards & Rodgers, 2014). The results of the conceptual synthesis in this study indicate that these four approaches can be integrated into a single, mutually supportive learning framework.

Unlike learning models that typically begin the learning process with the presentation of material, MPBADL uses linguistic diagnostic assessment as a starting point to map learners' needs. The information from the diagnostic results then serves as the basis for prioritizing content, selecting communicative activities, strengthening grammatical competence, and choosing Islamic texts appropriate to the learners' proficiency levels. Thus, the entire learning process is designed based on the learners' linguistic needs, rather than simply following the sequence of material in the textbook.

Table 2. Comparison of MPBADL with Previous Learning Approaches

Aspect	Previous Approach	MPBADL
Basis for determining content	Follows the sequence of the syllabus or textbook	Based on the results of the learner's diagnostic language assessment
Learning Focus	One aspect (communication, grammar, or text)	Integrating communication, nahwu–sharaf, and Islamic texts
Assessment Timing	Generally conducted at the end of the learning process	Conducted at the beginning, during, and at the end of the learning process as a basis for decision-making
Nahwu–sharaf instruction	Taught as a separate subject	Integrated into communicative activities according to learners' needs
Use of Islamic texts	As reading material or supplementary material	As a medium for developing linguistic and communicative competencies
Adapted to proficiency levels	Relatively uniform	Adapted to the characteristics of learners at the <i>mubtadi'</i> and <i>mutawassit</i> levels
Learning outcomes	Focuses predominantly on one competency	Balances communicative competence, grammatical accuracy, and text comprehension

This novelty indicates that the main contribution of MPBADL lies not in the creation of new components, but rather in the way it integrates various approaches—which have previously developed in isolation—into a single, cohesive learning model. This approach aligns with the view of Richards and Rodgers that innovation in language teaching does not always take the form of entirely new methods, but can involve the reconstruction of various learning principles into a

more effective pedagogical framework (Richards & Rodgers, 2014). In the context of Arabic language learning, this integration is particularly relevant because the linguistic characteristics of Arabic require a balance between grammatical accuracy, communicative competence, and the ability to comprehend authentic texts (Murtadho et al., 2025). Therefore, the MPBADL offers a conceptual contribution in the form of a learning model that positions diagnostic assessment as the primary driver of the entire learning process, ensuring that every pedagogical decision is grounded in the linguistic needs of learners at the *mubtadi'* and *mutawassit* levels.

4. Components of MPBADL

The conceptual synthesis yielded four main components that constitute MPBADL as a comprehensive learning system. These four components are interrelated conceptual elements, while their implementation is elaborated through the learning syntax in the following section.

Table 3. Main Components of MPBADL

Component	Role in MPBADL
Linguistic Diagnostic Assessment	Identifies learners' initial abilities and linguistic needs as the basis for learning planning.
Strengthening Grammatical Competence	Developing proficiency in nahwu–sharaf based on the results of the diagnostic assessment.
Communicative Activities	Facilitating the application of linguistic competencies through meaningful use of the Arabic language.
Utilization of Islamic Texts	Integrating linguistic competencies with the ability to understand authentic texts contextually.

The four components of MPBADL indicate that Arabic language learning requires a system that continuously links the processes of diagnosis, reinforcement of linguistic competence, communicative practice, and text comprehension. This integration aligns with the views of Corder that identifying language errors is the foundation for determining learning needs (Corder, 1967), while Black and Wiliam

emphasize that assessment results should be utilized to design more effective instruction (Black & Wiliam, 1998). This perspective is reinforced by Li and Iwashita, who demonstrate that diagnostic assessment makes a more meaningful contribution when its results are used as the basis for instructional decision-making, including the determination of objectives, materials, strategies, and forms of intervention tailored to learners' needs (Li & Iwashita, 2025). On the other hand, the strengthening of grammatical competence through *nahwu* and *sharaf* is supported by the findings of Norris and Ortega, which show that explicit instruction in grammatical rules has a positive impact on second-language acquisition (Norris & Ortega, 2000), and is further reinforced by Al-Busaidi's research, which affirms that mastery of Arabic language structure still requires systematic grammatical instruction even when implemented within a communicative approach (Albuaishi, 2025). These competencies are then developed through communicative activities (Richards & Rodgers, 2014), and enriched through the use of authentic texts that enable learners to connect their mastery of language structures with language use in meaningful contexts (Ryding & Wilmsen, 2025). Thus, the strength of MPBDL does not lie in the existence of each component separately, but rather in the integration of these four components into a single learning system that is mutually supportive, adaptive to learners' linguistic needs, and capable of balancing the development of communicative competence and grammatical accuracy.

5. Syntax of MPBADL

The MPBADL syntax describes the operational sequence for implementing the model in the Arabic language learning process. Unlike the components, which outline the conceptual elements that make up the model, the syntax explains the steps that teachers and learners must follow during the learning process. All stages are systematically designed with diagnostic assessment as the starting point, so that decisions regarding content, strategies, learning activities, and evaluation are based on the learners' linguistic needs. Thus, the learning process is no longer oriented toward the sequence of material in the textbook but rather toward the results of the

diagnosis of learners' linguistic abilities and difficulties. The MPBADL syntax flowchart is presented in **graphic 2**

Graphic 2. MPBADL Syntax



6. Explanation of the Syntax

a. Linguistic Diagnostic Assessment

The first stage is conducted to identify learners' initial abilities through diagnostic tests, observations, interviews, or introductory tasks. The assessment covers vocabulary, morphology, syntax, and the ability to comprehend texts appropriate to the learner's proficiency level. The information obtained serves as the basis for determining the direction of learning.

b. Linguistic Error Analysis

The assessment results are analyzed to identify the most dominant error patterns, whether in the aspects of grammar, morphology, vocabulary, or text comprehension. This analysis produces a profile of the learner's linguistic needs, which serves as the basis for designing learning interventions.

c. Determining Material Priorities

Based on the results of the error analysis, the teacher determines which material should be prioritized. The material is not organized linearly according to the sequence in the textbook but is tailored to the learners' linguistic needs, making the learning process more adaptive.

d. Strengthening Grammatical Competence (Nahwu–Sharaf)

Teachers reinforce the concepts of nahwu and sharaf that are the primary sources of learners' difficulties. The material is presented contextually through examples of language use so that the rules are understood as a means of communication, not merely as rules to be memorized.

e. Communicative Activities

The reinforced grammatical competencies are then applied through various communicative activities, such as dialogues, discussions, presentations, language games, and collaborative tasks. This stage aims to develop fluency without neglecting structural accuracy.

f. Use of Islamic Texts

Learners use the competencies they have developed to understand selected Islamic texts appropriate to their proficiency level. The texts may include short hadiths, verses from the Qur'an, dialogues, or adapted classical literature, ensuring that language learning takes place in an authentic context.

g. Language Production

Learners produce language output in both written and spoken forms as a way to apply the linguistic and communicative competencies they have learned. This output may include conversations, presentations, summaries, translations, or simple writing tasks in line with the learning objectives.

h. Assessment and Feedback

The final stage consists of a formative evaluation of the learning process and outcomes. Teachers provide feedback on learners' progress, while the evaluation results serve as the basis for conducting diagnostic assessments in the next learning cycle, thereby fostering a process of continuous learning improvement. This is consistent with the findings of Levy-Feldman, who asserts

that formative assessment and feedback will have a more optimal impact if the results are utilized on an ongoing basis to support instructional decision-making and help students monitor their learning progress. Therefore, in the MPBDL, evaluation is not positioned as a final, administrative stage, but rather as a source of information that serves as the basis for conducting diagnostic assessments in the next cycle. This mechanism allows teachers to adjust learning objectives, materials, strategies, and forms of intervention in accordance with the evolving linguistic needs of learners (Levy-Feldman, 2025).

Table 4. Outputs of Each Stage of the MPBADL Syntax

Syntax Stage	Output Produced
Linguistic Diagnostic Assessment	Profile of learners' linguistic abilities and needs
Linguistic Error Analysis	Map of Dominant Linguistic Errors
Prioritization of Learning Materials	Learning materials tailored to learners' needs
Strengthening Grammatical Competence	Improving proficiency in nahwu and sharaf
Communicative Activities	Development of communicative competencies (<i>fluency and accuracy</i>)
Use of Islamic Texts	Improving the Ability to Understand Authentic Texts
Language Production	Oral and Written Language Production
Assessment and Feedback	Information on learning progress as the basis for the next cycle

The MPBADL framework indicates that the learning process is designed as a cycle that begins with a diagnostic assessment and ends with a formative evaluation, which serves as the basis for improving subsequent learning. This sequence reflects the principle of “*assessment for learning*,” whereby assessment is used as the basis for pedagogical decision-making, not merely to measure

learning outcomes (Black & Wiliam, 1998). On the other hand, the inclusion of an error analysis stage prior to the presentation of instructional content reinforces the application of *Error Analysis* theory, which views learners' errors as a source of information for determining the focus of learning (Ellis, 2010). This syntax also integrates the reinforcement of grammatical competencies, communicative activities, and the use of authentic texts, as recommended in research on *Explicit Grammar Instruction*, *Communicative Language Teaching*, and *Text-Based Learning*. Thus, the MPBADL framework not only outlines the sequence of learning activities but also represents the operational implementation of the philosophical and theoretical foundations underlying the model's development.

7. Implementation of MPBADL

The implementation of MPBADL is flexible and can be adapted to the characteristics of learners at both the *mubtadi'* and *mutawassit* levels. This flexibility allows teachers to apply the same syntax but with adjustments to the level of material complexity, the form of learning activities, and the types of texts used, based on the results of linguistic diagnostic assessments.

At the *mubtadi'* level, diagnostic assessment focuses on mastery of basic vocabulary, simple morphological patterns, elementary sentence structures, and the ability to comprehend short texts. Based on the results of this assessment, teachers prioritize strengthening the most essential nahwu and sharaf competencies before learners engage in simple communicative activities, such as partner dialogues, sentence-building exercises, or language games. The texts used include simple dialogues, daily prayers, short hadiths, and verses from the Qur'an with easily understandable linguistic structures.

At the *mutawassit* level, diagnostic assessments are designed to identify students' ability to understand complex sentence structures, the use of various verb forms, inter-sentence relationships, and comprehension of authentic texts. The assessment results serve as the basis for teachers to design learning activities that integrate the reinforcement of nahwu–sharaf competencies with discussions, presentations, problem-solving, and the analysis of more complex Islamic texts—

such as hadiths, tafsir, or classical literature—that have been adapted to the learners’ proficiency levels.

This implementation demonstrates that MPBADL does not apply a one-size-fits-all approach to all learners. Instead, every decision regarding content, learning strategies, communicative activities, and text selection is based on the results of diagnostic assessments, making the learning process more adaptive to learners’ linguistic needs.

Table 5. Implementation of MPBADL at the Mubtadi’ and Mutawassit Levels

Aspect	Mubtadi'	Mutawassit
Assessment Focus	Basic vocabulary, simple structures	Complex structures, comprehension of authentic texts
Grammatical priorities	Basic nahwu–sharaf	Complex structures and verb variations
Communicative activities	Dialogues, language games, sentence exercises	Discussions, presentations, problem-solving
Texts Used	Simple dialogues, prayers, short hadiths	Hadiths, tafsir, simple classical literature
Language products	Simple sentences and dialogs	Presentations, summaries, text analysis

The implementation of MPBADL demonstrates that diagnostic assessment functions as a mechanism for differentiated instruction, namely by adapting the learning process to the linguistic needs of learners at each proficiency level. This approach aligns with the concept of *differentiated instruction*, which emphasizes that differences in learners’ initial abilities must be addressed by adjusting learning objectives, materials, processes, and formats (Tomlinson, 2014). This view is supported by Daud et al., who show that learner-centered Arabic language

instruction can increase student engagement, help teachers design more targeted lessons, and yield more optimal learning outcomes. These findings confirm that differentiated instruction is more effective when preceded by the identification of learners' linguistic strengths and weaknesses through diagnostic assessments (Daud et al., 2025). In the context of Arabic language learning, such adjustments become even more critical because the complexity of Arabic's linguistic characteristics results in significantly different learning needs between *mubtadi'* and *mutawassit* learners (Mohamed, 2024). Therefore, the implementation of MPBADL not only demonstrates the flexibility of the model's application but also reinforces that diagnostic assessment is the primary foundation for designing learning that is effective, adaptive, and aligned with the development of learners' linguistic competencies.

8. Advantages of MPBADL

Based on the results of its development, the MPBADL has several conceptual advantages over existing approaches to Arabic language learning. First, this model uses linguistic diagnostic assessment as the foundation for designing instruction, so that the selection of materials, strategies, activities, and evaluation is tailored to the learners' linguistic needs. This approach allows the learning process to be more adaptive than instruction that simply follows the sequence of material in a textbook.

Second, MPBADL integrates the development of grammatical competence with communicative activities within a single learning system. This integration enables learners to develop their communication skills without neglecting the accurate use of Arabic language structures, thereby achieving a more balanced ratio between *fluency* and *accuracy*.

Third, MPBADL utilizes Islamic texts as learning materials tailored to learners' proficiency levels. The use of authentic texts not only supports the development of linguistic competence but also strengthens the ability to understand the meaning and context of Arabic usage in Islamic sources.

Fourth, the MPBADL is designed to be flexible so that it can be applied to learners at both *the mubtadi'* and *mutawassit* levels. This flexibility allows teachers to adjust the focus of the material, the format of learning activities, and the type of assessment based on the results of diagnostic assessments without altering the model's main structure.

Table 6. Conceptual Advantages of MPBADL

Aspect	Commonly Used Approaches	MPBADL
Basis for Instructional Planning	Sequence of textbook material	Results of linguistic diagnostic assessments
Learning Focus	Communication or grammar separately	Integration of grammatical and communicative competencies
Use of Texts	As reading material	As a medium for developing linguistic competence and comprehension
Adaptation to learners' abilities	Relatively uniform	Adaptive based on linguistic needs
The role of assessment	Measuring Learning Outcomes	The Foundation for Planning, Implementing, and Evaluating Learning

The strengths of the MPBADL model demonstrate that it integrates various principles of language learning that have traditionally tended to be applied separately. The use of diagnostic assessment as the basis for instructional planning aligns with the concept of "*assessment for learning*," which emphasizes the use of assessment results to improve the quality of learning (Black & Wiliam, 1998). The integration of grammatical competence and communicative activities also supports the view that effective language learning requires a balance between structural accuracy and the ability to use language meaningfully (Richards & Rodgers, 2014).

Furthermore, the use of Islamic texts as authentic contexts reinforces the relevance of Arabic language learning to the goal of understanding Islamic sources, as articulated. Thus, the primary contribution of MPBADL lies not only in the integration of various learning approaches but also in providing a pedagogical framework that is adaptive to the linguistic needs of learners at the *mubtadi'* and *mutawassit* levels.

D. CONCLUSION

This study produced the Integrated Arabic Language Teaching Model Based on Linguistic Diagnostic Assessment (MPBADL) as a conceptual model designed for learners at the *mubtadi'* and *mutawassit* levels. This model was developed through a synthesis of various philosophical and theoretical foundations, namely *Learner-Centered Learning*, *Error Analysis*, *Linguistic Diagnostic Assessment*, *Communicative Language Teaching*, *Explicit Grammar Instruction*, and *Text-Based Learning*. The results of this development show that the MPBADL integrates four main components—linguistic diagnostic assessment, reinforcement of grammatical competence, communicative activities, and the use of Islamic texts—into a single, interconnected learning system.

The main contribution of MPBADL lies in its use of diagnostic assessments as the foundation for determining content, strategies, learning activities, and evaluation, thereby making the learning process more adaptive to learners' linguistic needs. This model also offers a more balanced integration between the development of communicative competence, grammatical accuracy, and the ability to comprehend authentic Arabic texts. Thus, the MPBADL expands the paradigm of Arabic language learning from an approach oriented toward the delivery of content to learning based on the diagnosis of learners' linguistic needs.

This study is still limited to the conceptual development of the model through a literature review. Therefore, future research needs to test the validity, practicality, and effectiveness of MPBADL through implementation at various educational levels and by involving learners with a wider range of proficiency levels. Thus, MPBADL has the potential to become an alternative model in the

development of Arabic language pedagogy that integrates linguistic diagnostic assessment, reinforcement of grammatical competence, communicative activities, and the use of authentic texts in an integrated manner tailored to learners' needs.

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