

DOI: <https://doi.org/10.36719/2706-6185/52/100-110>

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## **Constructing Educational Content in Arabic Language Textbooks for Non-Native Speakers: An Evaluative Study of the Third Volume of *Arabic for the World* Series by Mohamed Abdel Khaleq Mohamed Fadl**

### **Abstract**

Language serves as a tool for communication and transmission; it is a social phenomenon that reflects a community, its culture, and its civilization. Consequently, it constitutes a central focus of state and governmental policies. Arabic is among the most widely spoken languages in the world. It is recognized as one of the most significant languages promoted by international institutions and organizations for instruction to non-native speakers due to political, economic, and social factors. Within this context, numerous textbooks have been authored for this purpose, among the most notable being the *Arabic for the World* series by Mohamed Al-Shamarani and others. This study is dedicated to evaluating the third volume of this series, seeking to address the following research question: Does the third volume of the *Arabic for the World* series adhere to the established standards for designing educational textbooks intended for non-native speakers?

**Keywords:** *educational content, Arabic as a foreign language, Arabic for the World series*

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## **Ərəb dili ana dili olmayanlar üçün dərsliklərdə tədris məzmununun qurulması: Məhəmməd Abdel Xaleq Məhəmməd Fadlın *Dünya üçün Ərəb Dili* seriyasının üçüncü cildi üzrə qiymətləndirici tədqiqatı**

### **Xülasə**

Dil ünsiyyət və ötürülmə vasitəsi kimi xidmət edir; bir icmanı, onun mədəniyyətini və sivilizasiyasını əks etdirən sosial bir fenomendir. Nəticə etibarilə, o, dövlət və hökumət siyasətinin mərkəzi diqqət mərkəzində dayanır. Ərəb dili dünyada ən çox danışılan dillərdən biridir. Siyasi, iqtisadi və sosial amillərə görə beynəlxalq qurumlar və təşkilatlar tərəfindən ana dili ərəb dili olmayanlara tədris üçün təşviq edilən ən əhəmiyyətli dillərdən biri kimi tanınır. Bu kontekstdə, tədris məqsədilə çoxsaylı dərsliklər hazırlanmışdır ki, bunlardan ən diqqətəlayiqlərindən biri Məhəmməd Əl-Şəmarani və başqaları tərəfindən tərtib olunmuş *Dünya üçün Ərəb Dili* seriyasıdır. Bu tədqiqat, aşağıdakı tədqiqat sualını cavablandırmağa çalışaraq, həmin seriyanın üçüncü cildinin qiymətləndirilməsinə həsr olunmuşdur: *Dünya üçün Ərəb Dili* seriyasının üçüncü cildi, ana dili ərəb dili olmayanlar üçün nəzərdə tutulmuş tədris dərsliklərinin hazırlanması üzrə müəyyən edilmiş standartlara uyğundurmu?

**Açar sözlər:** *tədris məzmunu, xarici dil kimi Ərəb dili, Dünya üçün Ərəb Dili seriyası*

## Introduction

Given the role of the Arabic language in preserving the identity and culture of society and in view of the diversity of its learners in terms of their cultural, linguistic, and age-related backgrounds, as well as their varied purposes, motivations, preferences, and interests, it has become necessary to focus on the design and development of appropriate educational curricula. As textbooks are among the key educational tools that play an essential role in the success of language teaching and learning, governments have consistently formed specialised committees for their authorship. These committees are tasked with applying the latest educational theories in the development of such materials. In recent years, numerous textbooks and series have been published under the supervision of various scientific bodies both within and beyond the Arab world. Among these is the *Arabic for the World* series, issued by King Saud University, which constitutes the focus of this study.

### Research

This research aims to address the following central question: Does the third volume of *Arabic for the world* series adhere to the recognised standards for designing educational textbooks for learners of Arabic as a foreign language? From this overarching question, the following subquestions arise: What are the criteria for constructing educational content in textbooks designed for teaching Arabic to nonnative speakers? Does the overall educational content, as well as the linguistic content of this volume, comply with these stated criteria and the standards outlined in the authors' preface?

To answer this research question and its subsidiary inquiries, the following hypotheses are proposed:

- The overall educational content, specifically the linguistic content, of the third volume of *Arabic for the world* series conforms to the recognised standards for textbook design (in both form and content).
- The third volume of *Arabic for the World* series takes into consideration the linguistic and cultural criteria established by the committee responsible for its authorship.

### Research Methodology

The nature of this study required the adoption of a descriptive-analytical approach, which involved describing, analysing, and evaluating the educational content on the basis of widely recognised standards.

#### 1. Theoretical Framework of the Study

##### 1.1. Definition of the Content of the Arabic Language Curriculum for Speakers of Other Languages

Zaytoun (2010) defines *content* as:

A collection of facts, information, concepts, principles, generalizations, ideas, performance skills, and cognitive skills, in addition to the attitudes and values included in the textbook's instructional material, which the learner is expected to acquire, comprehend, and internalize within their cognitive, affective, and behavioral structures (p. 75).

##### 1.2 Definition of the Textbooks

The textbook is generally considered one of the most important and longstanding tools used to transmit knowledge and skills to learners. It is a fundamental component of the educational process and is designed to achieve linguistic, educational, psychological, and cultural objectives within a designated time frame. Its main characteristics include the following:

- Serving as a primary source and reference for learning.
- Being organised, systematic, simple, comprehensive, and progressively structured.
- Instructions in the form of activities and exercises accompany them (Al-Markaz al-Tarbawi lil-Lughah al-ʿArabiyyah li-Duwal al-Khaleej, 2023, p. 6).

Experts agree on a set of fundamental requirements that must be considered when designing Arabic language textbooks for nonnative speakers. Each requirement corresponds to a specific stage in the textbook preparation process (before, during, and after) and relates to its various components, including the objectives, content, exercises, linguistic activities, language assessment, and visual or structural elements (Al-Hudaybi, 2023). Overall, the following considerations should be prioritised in textbook design:

- Theoretical foundations of textbook authorship (modern linguistic theories and approaches, educational methodologies, innovative teaching strategies, and the integration of modern technologies).
- The development or adoption of an educational curriculum that clarifies the role of each element of the educational process (teacher, learner, knowledge, teaching methods, and other components).

**In addition to the abovementioned requirements, several key standards must be applied in designing Arabic-language programs for speakers of other languages:**

1. Linguistic standards
2. Psychological standards
3. Educational standards
4. Cognitive standards
5. Cultural standards

- **Linguistic standards:**

- For example, when selecting vocabulary for educational content, several criteria should be used to determine word lists, including:

- a. **Teachability:** Concrete vocabulary is taught early because its meanings can be easily clarified through images or demonstrations.

- b. **Similarity:** Certain words may be chosen because they resemble words in the learner's native language.

- c. **Availability:** Some words may not be common but are readily recalled when certain topics arise.

- d. **Coverage:** Words that encompass or cover the meanings of other words while being useful.

- e. **Definitional power:** Some words may be selected because they help define other words, even if they are not frequently used (Al-Hudaybi, 2008).

- **Educational standards:**

A set of principles related to formulating objectives, selecting and organizing content, instructional methods, assessment approaches, and preparing instructional materials needed to achieve curriculum goals (Ben Nabi, 2000).

- **Cultural standards:**

Abu Yahya et al. define culture as “the total sum of customs, traditions, beliefs, knowledge, art, and ways of life followed and upheld by a human community” (Abdel Halim, 2004). Cultural standards can be defined as “a set of forces related to society that influence curriculum development and implementation, represented in the cultural heritage of society, prevailing values and principles, societal needs and problems targeted for resolution, and objectives prioritized for achievement” (Al-Ghaly & Abdel Hamid, 1991).

## **2. Presentation and Analysis of the Corpus**

### **2.1. Formal description of the corpus**

The *Arabic for the world* series, designed for teaching Arabic to nonnative speakers, consists of five textbooks authored by a team of scholars: Dr. Hassan Muhammad Al-Shamarani, Dr. Ali bin Majid Āl Shuraida, Dr. Mohamed Abdel Khaleq Mohamed Fadl, Dr. Atā' al-Manān Abdullah Mohamed, Dr. Abdel Monem Ahmed Sheikh, and Dr. Nasser bin Abdullah bin Ghāli. The series was published by King Saud University, Saudi Arabia, in 2010, the first edition, with a total of 1, 118 pages. This study focuses on the third volume of the series, authored by Dr. Mohamed Abdel Khaleq Mohamed Fadl. The book comprises 270 pages, measuring 21 × 28 cm, and was designed and typeset by Abdel Hamid Al-Shaya, with the cover design by Ahmed Al-Harbi.

**The accompanying audio material was recorded as follows:**

- Bandar Al-Ghmeiz
- Abdulrahman Al-Buwārdi
- Abeer Al-Zuhaifi
- Maha Saud

Page (Z) is dedicated to the book map, which serves as a detailed table of contents. It outlines the total number of unit, 12 in total ,and their titles and the corresponding activities for each unit. The activities are categorised under the following skill areas: Listening, Speaking, Reading, Grammar, and Writing. After every four units, a review and assessment section is included, titled *Review (Test Yourself)*, of which there are three in total.

The unit titles are as follows:

**Table 1. Unit titles and themes in Arabic for the world (Book 3)**

| Unit Number | Title                               |
|-------------|-------------------------------------|
| 1           | Distance Learning                   |
| 2           | The Communications Revolution       |
| 3           | Economic Recession and Unemployment |
| 4           | Time Management                     |
| 5           | The Water Crisis                    |
| 6           | Diseases                            |
| 7           | Global Arab Cities                  |
| 8           | Inventions That Changed Our Lives   |
| 9           | Money and Currency                  |
| 10          | Trade                               |
| 11          | Wars That Destroyed Humanity        |
| 12          | Smoking                             |

From the table above, it is evident that the topics focus primarily on technological advancement, economic life, and health-related issues, in addition to cities and capitals. In our view, this selection reflects the fact that the learners are at an advanced level, which prepares them for more specialised instruction at higher levels.

#### **Reading the Authors' Preface**

In the authors' preface (p. T), the rationale for composing the entire series, particularly the third book, is explicitly stated. The authors attributed the creation of the series to the prominent status of the Arabic language on the international stage and the growing demand for its study. This necessitated the provision of appropriate materials that meet the needs of learners, taking into consideration their cultural backgrounds. The authors further justified the structure of the series, explaining that the first three books were designed for general purposes. Moreover, the fourth and fifth volumes were developed for specific purposes: *Arabic for Professionals in the Diplomatic Field* and *Arabic for Business Executives*. Of particular importance in the introduction is the authors' statement regarding the methodology adopted in constructing the content and its theoretical underpinnings. In the final paragraph of the preface, they clarify that the series was built upon the principles of balance and integration between linguistic elements and language skills. Each book is systematically organised and progressively structured, comprising twelve units divided into lessons centred on carefully selected topics. The vocabulary, sentence structures, and grammar rules were meticulously chosen to address language skills, linguistic elements, and both communicative and cultural competencies in an integrated manner across the series.

The authors explicitly note that the book draws upon several theoretical frameworks, including Jean Piaget's Cognitive Theory, Lev Vygotsky's Social Constructivism, the Communicative Approach to Language Teaching, and the Competency-Based Approach.

They further affirm that the book underwent multiple rounds of internal and external review and was evaluated by experts from within and outside the Kingdom of Saudi Arabia. These reviews culminated in a pilot implementation of the first three volumes in Arabic-language classrooms at the Department of Language and Culture, Institute of Arabic Language, over two academic semesters. This trial phase

enabled the authors to benefit from the feedback, guidance, and suggestions of both instructors and learners.

The authors' preface identifies the target audience of this series, noting that it is intended for speakers of other languages, whether residing in an Arabic-speaking environment or in non-Arab countries. The series is suitable for intensive programmes, part-time hour-based courses, or self-directed learning.

The authors emphasise their adoption of Modern Standard Arabic (MSA), which is enriched with Arab-Islamic cultural content. This is the language employed in educational institutions across the Arab world, as well as the language of communication among the educated elite in print, broadcast, and visual media from the Gulf to the Atlantic.

The preface further states that the first and second volumes of the series utilise dialogue-based texts to develop the desired level of communicative competence in authentic social situations. It also highlights the necessity of incorporating assessment tools in textbooks to consolidate what learners have acquired in every set of four units.

The preface concludes with an invitation for learners to submit feedback on the series to the editorial committee to allow for corrections and revisions in future editions.

From our reading of the introduction, we conclude that it meets the required elements. Richards (2012) emphasized the importance of referencing curriculum content, such as instructional objectives. Al-Naqah and Ta'imah (1983, p. 239) also highlighted the need to include such details. Also, Al-Shamra'i et al. (2010) also emphasized the importance of referencing the strategies and methods chosen for curriculum implementation.

## **2. Structure of the Educational Unit in the Third Volume of *Arabic for the World***

Each instructional unit in the selected volume is systematically structured according to a unified methodology applied consistently from the first unit to the last. This approach aligns with the objectives outlined in the authors' preface, namely, developing the four essential language skills; listening, speaking, reading, and writing to achieve communicative competence. Accordingly, the components of each unit are clearly titled and systematically arranged as follows:

### **2.1. Pre-Listening**

This section comprises a set of various activities designed to practice speaking skills through pair or group work. It functions as an introductory organiser and serves as an entry point for each unit, addressing a topic related to the overall theme of the unit. The teacher is advised not to intervene during these activities for correction or modification unless explicitly indicated in the teacher's guide or when learners require assistance to clarify a situation or explain an unfamiliar word or expression.

### **2.2. Listening and comprehension**

In this section, learners listen to various texts. They are tasked with identifying the main ideas, discussing key points, determining the speaker's intent or the subject matter, taking notes, or predicting future events that are later confirmed through subsequent listening activities.

### **2.3. Reading and vocabulary**

This section involves learners reading a range of texts with tasks that require them to identify both primary and secondary ideas, interpret information from charts or diagrams, and apply various reading strategies, such as skimming, scanning, and intensive reading. Learners are also encouraged to extract main ideas, demonstrate understanding through oral reading, evaluate and form judgments about what they read, make predictions on the basis of the text, determine the writer's purpose, categorise vocabulary, and derive either idiomatic or contextual meanings of words and expressions.

### **2.4 Grammar**

Learners are introduced to twelve simplified lessons covering fundamental topics in Arabic grammar. Each topic is first presented theoretically, followed by practical exercises to ensure its application. The lessons are organised as follows:

**Table 2. Grammar Topics Covered in Arabic for the World (Book 3)**

| Lesson                                     | Unit |
|--|------|
| Arabic Sentences (Nominal and Verbal)      | 1    |
| The Object (al-Maf'ūl bih)                 | 2    |
| The Object of Purpose (al-Maf'ūl li-ajlih) | 3    |
| The Absolute Object (al-Maf'ūl al-muṭlaq)  | 4    |
| The Adverbial Object (al-Zarf)             | 5    |
| The Adjective (al-Na't)                    | 6    |
| Intransitive and Transitive Verbs          | 7    |
| The Sound Masculine Plural                 | 8    |
| The Sound Feminine Plural                  | 9    |
| The Broken Plural                          | 10   |
| The Genitive Construction (al-Muḍāf ilayh) | 11   |
| The Five Verbs (al-Af'āl al-Khamsah)       | 12   |

### 2.5. Writing

Learners are trained in twelve writing topics, which include planning the writing process; using linking devices; completing forms; understanding paragraphs and main ideas; writing introductions; writing conclusions; organising written work; drafting; referencing and citation; formal correspondence and email writing; and summarising written material.

### 2.6. Activities

Each unit concludes with a set of reinforcement activities and individual, pair, and group exercises designed to review selected content from the unit, such as grammar, dialogues, writing tasks, and language games. The book includes three short tests, each placed after every four units. These tests aim to consolidate learning and review the material covered in those units. They are designed for learners to complete independently as a form of self-assessment and are therefore titled *Review–Test Yourself*. Following the twelve instructional units, the book provides a list of listening comprehension texts for all units (pp. 241–255) and a glossary of unit-specific vocabulary (pp. 259–270).

### 3. Analytical and Evaluative Study of the Linguistic Content in the Selected Corpus

For this analysis, the reading texts from Unit One were selected as a representative model to avoid unnecessary length and repetition, as the same observations were recorded across all units.

**Unit Title:** Distance Learning

**Unit Theme:** We see that the unit's topic is carefully chosen, as it aligns closely with learners' interests. This was also noted by Al-Sayyid (n.d.) when discussing the importance of direct experiences in teaching Arabic to non-native speakers. Fadl (2013) emphasized that the target audience consists of adults and highlighted that distance education is considered one of the most important types of education for adults due to their diverse circumstances.

**Unit Objectives:**

After reviewing the objectives outlined at the beginning of the unit, it is clear that they were carefully selected. The authors considered the principle of progression in presenting knowledge and developing language skills. Al-Sayyid (1988) emphasized the importance of observing progression in learning. Reviewing the first and second books shows that the objectives focus on correct pronunciation of sounds and accurate reading, which align with the beginner and intermediate levels of language learning. In contrast, the objectives of the third book are suitable for advanced learners, focusing on comprehension in both listening and reading tasks.

- Reading quickly with a specific purpose.
- Paraphrasing what has been understood.
- Using acquired information to predict future events.

Strong emphasis is placed on listening skills, as reflected in the objectives:

- Identifying the main idea of an audio text and determining whether the author is for or against a given issue.
- Using acquired information to anticipate future developments.
- Paraphrasing information from an audio text and presenting it to peers.

There is evident integration between listening and reading texts, as both are centred on the same theme: distance learning. This integration supports the consolidation of knowledge and linguistic competence. What learners hear in the listening activity is reinforced and better understood in the reading texts, which they then apply through constructing nominal and verbal sentences. This aligns with the stated grammar objective at the beginning of the unit: “Identify and use Arabic sentences nominal and verbal.”

### **Linguistic Content in the Reading Texts**

In the third book’s *Reading and Vocabulary* activities, the authors do not limit themselves to a single text but instead include three short texts selected for their high functionality, aligning with the theoretical framework underpinning the series. Each text is accompanied by one or more questions designed to achieve the objectives stated at the beginning of the unit.

The first text takes the form of an email message with the following aims:

- Skimming for specific information.
- Comprehension of the text (e.g., determining whether the writer intends to pursue formal education or distance learning; selecting the correct answer).

The text is appropriately brief, meeting the intended instructional goals while adhering to the principle of gradual progression in both content presentation and learner suitability. It also achieves a high degree of functionality, reflecting real-life scenarios and addressing issues relevant to students’ daily lives. The same principle applies to the second and third texts. The concise length of the texts enhances learners’ focus, enabling them to answer comprehension questions more effectively. Shorter texts are particularly advantageous for adult learners, who may face personal or professional circumstances that affect their concentration, especially when confronted with lengthy or linguistically dense materials. The accompanying questions are clearly formulated and organised to facilitate progressive comprehension. Notably, cognitive progression is observed across the three texts, contributing to the development of learners’ communicative competence. Each text builds upon the other: for example, the first text compares distance learning with traditional education, the second introduces Google as a search engine, and the third provides an overview of distance learning, its features, and advantages.

### **Language of the Reading Texts**

A text is considered learnable if learners are able to read and comprehend it. The readability of an educational text is assessed by examining the suitability of its language to learners’ proficiency levels, its ability to meet their needs, express their feelings, and achieve their learning objectives, as well as by evaluating the vocabulary used within it. The language of the reading texts in Unit One is Modern Standard Arabic, with vocabulary drawn from everyday usage, as found in journalism, academic writing, lectures, and works by contemporary authors. The vocabulary in these texts is simple, concise, and direct, as demonstrated by terms such as *information technology*, *tuition fees*, *academic subjects*, *search engines*, *companies*, *pages*, *networks*, *communication media*, *new educational trends*, *interactivity*, *e-learning*, *virtual universities*, *knowledge inflation*, *shortages of printed materials*, and *developing countries*. To equip learners with a broader lexical repertoire for communicative purposes, the texts incorporate a carefully selected set of new vocabulary items. Learners are introduced to these terms through listening comprehension activities, followed by reading, explanation, and reinforcement in accompanying exercises. These selected words and phrases are designed to support the development of both linguistic knowledge and communicative competence.

Activities such as “**Match the word in (A) with its appropriate meaning in (B) and write it in (C)**” and “**Place the following words and phrases in their correct context under ‘E-Learning’ or ‘Traditional Learning’**” demonstrate a pedagogical emphasis on consolidating newly introduced vocabulary. These tasks enable learners to progress beyond mere lexical explanations toward **active**

**application** by classifying vocabulary according to its semantic field. This approach assists learners in building a thematic lexicon specific to each instructional unit while also facilitating later integration of the vocabulary into their written expressions.

Compared with the linguistic content of the first and second volumes of *Arabic for the world* series, there is a precise adherence to the principle of **progressive difficulty**, moving systematically from simpler to more complex content. This ensures the alignment of instructional material with learners' levels, whether beginner, intermediate, or advanced.

The content of the **first book** introduces the fundamental elements of the Arabic language, including vocabulary for greetings, isolated pronouns, singular and plural forms, gender distinctions, and colours, with a primary focus on simple dialogues and basic reading exercises.

The **second book** continues this foundational work but at a higher level, incorporating conversations related to modes of transport and rural and urban settings. Grammar lessons introduce concepts such as **inflected and noninflected verbs** and various verb types. Orthography lessons include **hamzat al-qaṭ'** (glottal stop) and other explanations related to attached pronouns.

The **third book** builds on the knowledge presented in the second, placing a stronger emphasis on grammar, making it suitable for advanced learners. This alignment with learner levels is consistent with the pedagogical principles outlined by Mahmoud Kamel Al-Naqa and Rushdi Ahmed Ta'imah, who emphasise the importance of tailoring textbooks for nonnative speakers:

"The textbook differs from one instructional level to another, as does the manner in which topics are presented, depending on the learner's age, cognitive development, and prior knowledge of the language. In general, its readability varies in terms of vocabulary and structure, according to the linguistic skills it is designed to develop" (Al-Naqa & Taimah, n.d., p. 2).

#### 4. Cultural content in the selected corpus

Cultural content is considered an important factor that must be taken into account when designing any educational text for foreign learners. On one hand, the text should reflect elements of the cultural identity of the target language (for example, Arabic); on the other hand, it should not undermine the learner's own identity and culture. Tammam Hassan states:

"Among the essential criteria when presenting cultural content in a language lesson are the following:

- The selected material should lead to the desired learning outcomes.
- Linguistic simplicity.
- Avoiding topics from Arab-Islamic culture that conflict with the learners' own culture."

Arabic has always preserved the cultural heritage of Arab civilization while also keeping pace with scientific development and modern innovations. This has led to a significant increase in the demand to learn Arabic. Therefore, textbook authors must carefully consider this aspect by selecting appropriate topics and texts. An examination of *Arabic for the World* series demonstrates an explicit consideration of this cultural component in all three volumes, including the selected corpus.

The themes of the units are carefully chosen to suit the target audience, enabling learners to integrate into real-life contexts and communicate effectively in Arabic. The topics cover areas such as technological advancement, economic life, and health, reflecting contemporary global realities. However, certain shortcomings were observed. Chief among these is the absence of source attribution for the texts. It remains unclear whether the texts are authentic or constructed for pedagogical purposes.

It would have been more beneficial for the editorial committee to select authentic texts authored by recognised writers, thereby exposing learners to a diversity of genres ,literary, scientific, promotional, legal, and administrative.

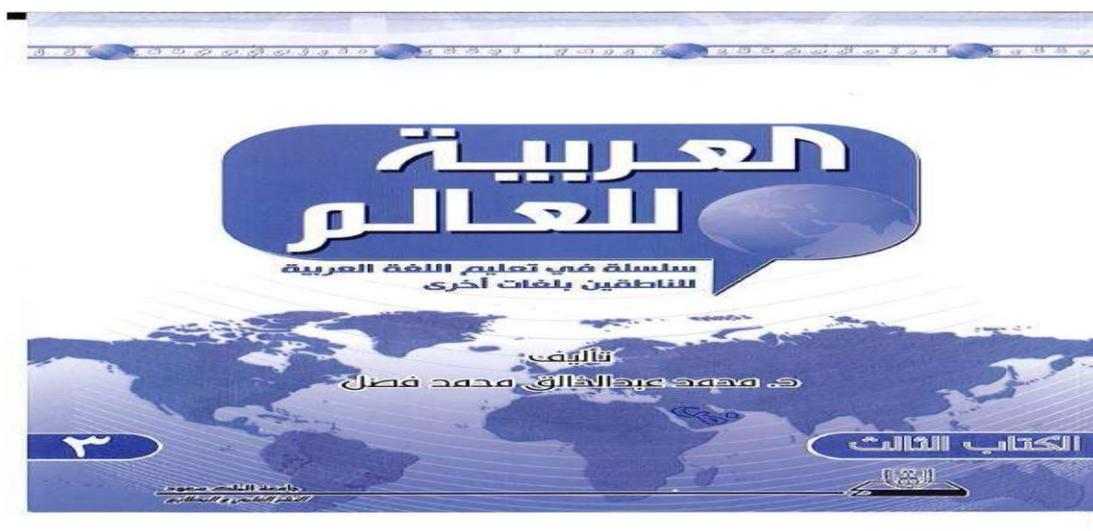
This exposure familiarises learners with various text types, including narrative, descriptive, explanatory, dialogic, and instructional genres. This, in turn, would enable learners to produce written expressions incorporating a range of textual styles, ultimately achieving the communicative competence that the authors of *Arabic for the world* identified as a central goal of the series.

## Conclusion

Following our description, analysis, and evaluation of the educational and linguistic content of the third volume of *Arabic for the world* series, the following findings were reached:

- The third book in *Arabic for the World* series adheres to widely recognised standards for constructing educational and linguistic content, including pedagogical, linguistic, psychological, cultural, and social criteria.
- The book demonstrates a high level of precision in both form and content, fully respecting established standards of design and layout.
- The authors successfully achieved a balance in the distribution of knowledge within each unit, across all units, and in relation to the content of the first and second books, resulting in a cohesive and integrated progression throughout the series.
- The instructional units were constructed according to a progressive system that supports the development of four core language skills ;listening, speaking, reading, and writing through activities such as *prelistening tasks; speaking, reading and vocabulary activities; writing exercises; and additional reinforcement tasks.*
- The overall educational and linguistic content embodies the principles of integration and comprehensiveness, as reflected in the objectives presented at the start of each unit. All unit components contribute collectively to achieving these objectives, enabling learners to attain communicative competence. The comprehension objectives targeted in listening activities are reinforced and consolidated through reading and vocabulary exercises, and the knowledge and linguistic repertoire acquired from reading texts equip learners to use the language in a wide variety of contexts, including written expression.
- Compared with other educational components, the units place significant emphasis on grammar instruction, which led us to note certain shortcomings, including the following:
  1. A lack of diversity in the types of reading texts: most texts are informative and explanatory, with limited inclusion of literary texts in their various genres.
  2. Although the vocabulary employed in reading texts is rich, it is highly technical and consists mainly of scientific terminology. This, however, appears appropriate for learners studying Arabic for specific purposes.
  3. The overall educational content, including the linguistic material, is characterised by functionality, enabling learners to use Arabic in daily life and across diverse educational or real-world contexts. This aligns with the objectives of modern language teaching methodologies, particularly the communicative approach, which aims to establish Arabic as a practical and functional language of everyday communication.

### The first text of Unit One



## Administrative and political elite in the political-administrative structure: concepts, functions and mechanisms of recruitment



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Received: 16.04.2025

Accepted: 13.09.2025