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Designing and Validating a Conceptual Model of Challenges and Solutions for Arabic Language Education to Reduce Miscomprehension Based on the Lived Experience of Teachers in the Iraqi Educational System

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ABSTRACT

Purpose: This study aims to identify these challenges and propose practical solutions to reduce educational miscomprehension in Arabic language instruction.

Methods and Materials: The research method is based on a qualitative approach and the analysis of the lived experiences of Arabic language teachers (phenomenology), utilizing in-depth interviews for data collection.

Findings: The findings indicate that the absence of appropriate educational resources, the use of local dialects instead of Modern Standard Arabic, syntactic and morphological complexities, and the mismatch between curriculum content and students' needs are the primary educational challenges. In contrast, the use of modern technologies, the design of interactive content, the development of teachers' professional skills, and the adoption of participatory teaching methods are proposed as effective solutions.

Conclusion: This study, by presenting a conceptual model, emphasizes the importance of revising the Arabic language education system to facilitate sustainable and effective learning among students.

Keywords: *Conceptual Model, Challenges and Solutions in Arabic Language Education, Miscomprehension, Lived Experience of Teachers, Iraqi Educational System*

1. Introduction

The Arabic language, as one of the richest and most captivating languages with a long history and extensive reach, possesses notable characteristics that enhance its significance for learning and instruction. Its distinctive structures, vast vocabulary, adaptability to linguistic influences, diversity in expression, and structural robustness are among its most important features. Arabic serves as the language of the eternal divine book and as a valuable Islamic heritage, including hadith, history, and exegesis, forming a common cultural bond among Muslims worldwide. Additionally, the substantial population spanning from the Middle East to North Africa and the southeastern borders of Asia, along with the expansion of mass media such as satellite networks, the internet, magazines, and various publications, continually extend the scope of the Arabic language, further emphasizing the necessity of its learning and usage (Yaakub & Bakir, 2007).

According to Taha-Thomure (2008), the state of Arabic language instruction worldwide remains traditional and teacher-centered. These approaches rely primarily on textbooks and curricular materials, demonstrating little creativity. Tumor suggests that overcoming this issue requires a revision of teacher training content and the retraining of educators (Taha-Thomure, 2008). Long (2014) argues that learning Arabic as a second language necessitates more extensive cognitive assimilation processes for learners. He asserts that Arabic, whether as a second language or as an academic discipline, faces methodological challenges in most non-Arabic-speaking countries, and many innovative teaching methods have failed to align with contemporary psychological theories (Long, 2014). Yaakub and Bakir (2002) believe that Arabic language instruction in non-Arabic-speaking countries predominantly focuses on grammatical rules, with student assessments also centered on this aspect. They highlight the lack of innovation in teaching Arabic in these countries and suggest that the rise of emerging technologies, such as social networks, necessitates a reassessment of curricular content and instructional methods to facilitate easier learning (Yaakub & Bakir, 2007).

In the field of Arabic language instruction and acquisition, the concept of student miscomprehension refers to incomplete understanding, inability to grasp linguistic concepts, and difficulties in processing Arabic language content. This issue may arise due to various factors, including ineffective teaching methods, inadequate learning

processes, deficiencies in educational resources, or social and psychological barriers that prevent students from properly comprehending the material and achieving successful learning outcomes. Miscomprehension in Arabic language courses may stem from the inherent complexities of Arabic, the incompatibility of teaching methods with contemporary needs and standards, the scarcity of effective educational materials, and the lack of active student participation in the learning process. Such difficulties can manifest across different aspects of language acquisition, including comprehension, conversation, reading, and writing (Meskine, 2024; Mohammadzadeh Soltan Ahmadi & Soleiman Nejad Bari, 2021).

The concept of miscomprehension in education refers to a situation where students develop incorrect or incomplete beliefs about a subject that persist even after formal instruction. This phenomenon is often rooted in misconceptions or "naïve theories" that students construct based on personal experiences before receiving formal education. According to Piaget (1971), these beliefs are difficult to change due to the brain's tendency to seek patterns and reach quick conclusions (Piaget, 1971). Even when confronted with contradictory information, students may retain these misconceptions, a phenomenon known as belief perseverance. In such cases, students interpret new information based on their prior knowledge without adjusting their existing cognitive frameworks (Longfield, 2009; Savion, 2009). To address miscomprehension in education, student-centered teaching approaches such as problem-based learning and exploratory writing activities are recommended. These methods actively engage students in the learning process, making them key participants in their education. This approach helps challenge misconceptions and promotes deeper learning (Long, 2014). Regular review sessions and activity-based teaching methods increase the likelihood of identifying and correcting misconceptions, enabling students to reevaluate their understanding more effectively (Longfield, 2009). These findings highlight the importance of adopting active and participatory learning strategies to rectify misconceptions and reinforce accurate concepts in education.

In the context of Arabic language learning, various barriers and challenges contribute to miscomprehension, making the learning process more difficult (Mohammadzadeh Soltan Ahmadi & Soleiman Nejad Bari, 2021). Miscomprehension refers to a mistaken idea or belief resulting from a flawed understanding of a concept. This issue often arises when students overgeneralize specific

ideas into incorrect assumptions (Ramazani Hafshjani, 2022). The primary causes of miscomprehension in Arabic language education include grammatical complexity, where morphological and syntactic structures create significant difficulties for learners (Nasser, 2021); dialectal differences, which hinder students' ability to understand Modern Standard Arabic (MSA) (Ramos, 2014); traditional teaching methods, which focus on memorization rather than practical application (Hamidin, 2015; Kahiha, 2023); and lack of appropriate educational resources, which limits interactive learning (Meskine, 2024). Other factors include insufficient practical learning opportunities, such as role-playing and simulated conversations (Wahyuni et al., 2023); unclear educational objectives and outdated curricula, which reduce student motivation (Nasser, 2021); ineffective teaching strategies, where traditional approaches reinforce misconceptions instead of addressing them (Nasser, 2021); and insufficient integration of technology in education, leading to a lack of engagement and conceptual depth (Hussein, 2023). Additionally, limited instructional time restricts opportunities for concept reinforcement (Shadbash & Albakaa, 2017), while teachers who rely on outdated methods may inadvertently contribute to student misunderstandings (Abu-Irmies, 2014). Lastly, assessment methods that focus solely on memorization rather than conceptual understanding further reinforce miscomprehension (Mohammadzadeh Soltan Ahmadi & Soleiman Nejad Bari, 2021). Addressing these challenges requires a modernized, interactive, and student-centered approach to Arabic language instruction, ensuring that students develop a deeper and more accurate understanding of the language.

Iraq, as a country with a rich historical and cultural heritage in the Middle East, recognizes Arabic as its official language, making it a vital component of the nation's social, political, and cultural life. In Iraq, Arabic is not merely a means of communication and information exchange; historically, it has served as a conduit for vast literary, scientific, and religious heritage. Given its critical role in understanding Islamic teachings and engaging with sacred texts such as the Qur'an, Arabic holds a prominent position in Iraq's educational system, being taught at all levels of schooling and higher education. However, structural and operational challenges in the Iraqi education system have posed significant obstacles to effective Arabic language instruction. The Iraqi education system faces issues such as a shortage of qualified Arabic language teachers, reliance on traditional teaching methods, a lack of educational resources

and infrastructure, and the absence of modern and creative instructional programs. These challenges have made it difficult for many students to acquire proficiency in Arabic. Despite Arabic's significance in Iraqi society, deficiencies in curriculum planning and execution have not only diminished the quality of instruction but also increased miscomprehension and reduced student motivation toward learning the language. Addressing these issues requires an in-depth investigation and the formulation of practical solutions based on the lived experiences of educators and educational specialists to improve the quality of Arabic language instruction in Iraq. Therefore, identifying these challenges and developing strategies to mitigate them through teachers' lived experiences can facilitate student learning and enhance Arabic language instruction. In this regard, the present study seeks to answer the following research questions:

What are the key challenges that contribute to miscomprehension in Arabic language courses among students?

What are the effective solutions for reducing miscomprehension in Arabic language courses among students?

How can a conceptual model of challenges and solutions for reducing miscomprehension in Arabic language instruction be developed?

How can the proposed conceptual model of challenges and solutions for reducing miscomprehension in Arabic language instruction be validated?

2. Methods and Materials

2.1. Study Design and Participants

This study, aimed at examining the lived experiences of teachers regarding the challenges and effective solutions for reducing miscomprehension in Arabic language courses among students, employs a descriptive-analytical methodology. From a paradigmatic perspective, the research follows an interpretive-constructivist approach, which emphasizes the deep interpretation of individuals' experiences and the construction of meaning from data. In terms of purpose, this research falls within the category of applied-developmental studies, as it seeks to provide practical solutions for improving the Arabic language teaching process. The data were collected cross-sectionally, and the research was designed as a qualitative study in terms of nature and method. The study employs a phenomenological research approach, focusing on the in-

depth examination and analysis of teachers' lived experiences to develop a deeper understanding of the challenges and solutions related to Arabic language learning. This methodological combination enables a more precise and comprehensive understanding of the research subject.

To answer the research questions, a phenomenological approach using in-depth interviews was adopted. Phenomenology, as one of the key qualitative research approaches, is used to investigate individuals' lived experiences and achieve a deeper understanding of their perspectives, emotions, and thoughts (Smith & Osborne, 2015). In this method, the participants serve as the primary sources of information, and data are collected through open-ended and extensive dialogues. In this study, in-depth interviews were conducted with teachers to explore their lived experiences regarding the challenges and solutions for reducing miscomprehension in Arabic language courses. This type of interview allows for the precise identification and analysis of teachers' perspectives, emotions, and motivations, offering a comprehensive understanding of how they confront challenges and the strategies they propose. Based on the findings obtained from the in-depth interviews, a conceptual model was developed to outline the challenges and solutions for reducing miscomprehension in Arabic language instruction. In the final stage, the proposed conceptual model was evaluated and validated through a verification process to ensure its accuracy and applicability in educational settings.

For participant selection in the field stage (in-depth interviews), a non-random purposive sampling method was employed. This method allows researchers to select individuals who possess the most relevant knowledge and experience concerning the research topic. Accordingly, 20 high school Arabic language teachers from the city of Nasiriyah in Dhi Qar province, Iraq, were chosen as participants in the interviews. The primary criteria for selecting teachers included having a bachelor's degree in Arabic language education, a minimum of three years of teaching experience, the ability to analyze and articulate personal experiences, and a willingness to participate in the research. Additionally, the number of participants was determined based on the principle of theoretical saturation, meaning that data collection continued until no new or meaningful data emerged. The duration of each interview ranged from 45 to 120 minutes and was conducted either in person or remotely (online or via telephone). This method enabled the extraction of rich and practical data on the research subject and contributed to the precise identification

of challenges and solutions related to students' miscomprehension in Arabic language courses. All interviews were recorded with the consent of the interviewees, and their transcripts were meticulously transcribed verbatim.

2.2. Data Collection

In this study, phenomenological interviews were conducted to collect data, as this is one of the most effective qualitative methods for exploring individuals' lived experiences. This method was employed to gain a deeper understanding of the participants' perspectives, beliefs, and emotions regarding the challenges and solutions for reducing miscomprehension in Arabic language instruction. The interviews were conducted in an in-depth, individual format, using open-ended and exploratory questions to encourage participants to share their experiences and opinions. All interviews were recorded with the participants' consent, and key points were also noted during the discussions. The interview transcripts were then transcribed verbatim to prepare them for detailed analysis.

2.3. Data Analysis

During the data analysis process, no predetermined conceptual framework was imposed for coding and categorization. Instead, the researcher sought to explore the data and analyze the findings without subjective interference or the imposition of specific models.

To analyze the research data, the inductive content analysis method was applied. In this approach, the interview content was broken down into smaller semantic units to identify patterns, themes, and key concepts. This process included two main stages: open coding and axial coding. During the open coding phase, the researcher identified and described the concepts and patterns present in the data. In the axial coding phase, the relationships between concepts and patterns were examined, and their various roles were assessed. Finally, a data-driven conceptual model was formulated to accurately represent the research findings.

3. Findings and Results

In this study, 20 Arabic language teachers were selected as participants, exhibiting significant diversity in demographic characteristics such as gender, age, education, and work experience. Among the participants, 65% were male and 35% were female. The largest group of teachers

(45%) fell within the 40–50 age range, while 30% were between 30 and 40 years old, 15% were younger than 30, and 10% were over 50 years old. In terms of education, 60% held a bachelor's degree, 30% had a master's degree, and 10% possessed a doctorate. Regarding work experience, the largest group (30%) comprised teachers with 15 to 20 years of experience, while the remaining participants were equally distributed across the categories of "up to 5 years," "5 to 10 years," "20 to 25 years," and "more than 25 years", each representing 10% of the sample.

In this study, the data obtained from the interviews with teachers were analyzed using the open coding method. Initially, meaningful segments from the interview transcripts were extracted and coded based on research questions and key concepts. These initial codes were then organized into separate tables and categorized according to their similarities and overlaps. Subsequently, groups of codes were assigned appropriate titles and classified into primary and subcategories.

The outcome of this process led to the identification of three key concepts, ten primary categories, and 51 subcategories, which delineated the challenges associated with learning and teaching the Arabic language. Open coding facilitated the differentiation of concepts and the establishment of connections among challenges, forming the foundation for identifying key research themes and developing the final conceptual model. This analysis contributed to a deeper understanding of the issues and the

formulation of practical solutions to improve Arabic language instruction.

A total of 202 semantic units were extracted from the conducted interviews and categorized based on their overlaps and interconnections. This process led to the identification of 51 open codes, each representing a distinct semantic unit related to the challenges and issues of Arabic language teaching. These codes were instrumental in structuring the data and identifying key concepts, ultimately leading to the formation of broader categories that defined the core areas of the study.

For instance, a code such as "the dominance of colloquial dialects over Modern Standard Arabic" appeared 11 times, highlighting its significance in the collected data. Other frequently occurring codes, such as "lack of engaging curriculum content" (8 times), "limited instructional time per session", and "morphological and syntactic complexities of Arabic" (each appearing 7 times), effectively illustrated fundamental challenges in Arabic language instruction.

Additionally, codes that appeared six times, including "lack of an appropriate learning environment," "overcrowded classrooms," "difficulty in reading Arabic texts," "decline in concentration and motivation," and "reduced self-confidence," reflected significant challenges in the instructional process. Analyzing these issues and their impact on the learning process can be highly valuable in designing effective strategies to enhance Arabic language education and improve curriculum development.

Table 1

Sample Coding of Data from Interviews with Teachers

Participant	Semantic Unit	Open Codes
No. 3	One of the biggest challenges students face in learning Arabic is the use of local dialects, even by teachers. This issue causes students to lean towards local dialects instead of learning proper and standard Arabic, preventing them from acquiring the necessary skills for standard conversation and writing.	Dominance of colloquial dialects over Modern Standard Arabic
No. 2	The classrooms are overcrowded, and the necessary educational resources are not available, which severely affects learning and reduces the quality of education.	Overcrowded classrooms
No. 7	The content of Arabic language lessons is difficult and unengaging for many students, as the materials often do not match their level of comprehension and are not presented in an engaging and understandable way.	Lack of engaging curriculum content
No. 11	The absence of a suitable and adequate educational environment for concentration and learning reduces students' interest and motivation in learning Arabic. This situation prevents students from fully utilizing their potential for learning and becoming fully acquainted with linguistic concepts.	Lack of a suitable learning environment
No. 5	Other languages, particularly in the era of globalization and the widespread use of foreign languages in daily conversations and media, have marginalized Arabic. This issue not only makes learning Arabic more difficult for students but also leads them to perceive Arabic as an outdated and impractical language.	Marginalization of Arabic language
No. 20	Students, due to weak academic backgrounds and insufficient familiarity with Arabic language concepts and vocabulary, are unable to effectively use what they learn. These factors collectively make students view Arabic as a major challenge, making its learning process difficult for them.	Weak academic background
No. 14	One of the recurring issues in classrooms is students who are only focused on obtaining grades and show no genuine interest in learning. For these students, Arabic lessons only mean memorizing rules for exams, and they make no effort to develop a deeper understanding of the material.	Focus on grades rather than learning
No. 20	One of the major issues frequently encountered in teaching experience is students' weakness in accurately reading and comprehending Arabic texts. Typically, students struggle with correctly reading words and simple sentences, which prevents them from fully understanding what they read. This issue stems from	Weakness in reading Arabic texts

	ineffective instruction in the early stages of education and the widespread use of local dialects instead of Modern Standard Arabic.	
No. 2	The challenges of teaching Arabic in schools encompass several aspects. On one hand, some teachers, due to a lack of commitment or insufficient skills, resort to using traditional and ineffective teaching methods, making learning difficult and tedious for students.	Use of traditional, rigid, and theory-based teaching methods
No. 6	Due to the high similarity between grammatical rules, students become confused and struggle to distinguish between them correctly. This issue becomes even more pronounced when students are required to learn a large volume of rules within a short period.	Morphological and syntactic complexities of Arabic
No. 12	Textbooks often contain dense and repetitive content, which places students under pressure and makes the learning process exhausting. This situation leads to a loss of interest in learning and reduces students' motivation to continue their studies.	Dense and repetitive textbook content
No. 1	Another issue pertains to the poor design of curricula, which not only lack appeal and motivational elements for students but also fail to align with their needs and interests.	Lack of relevance of curriculum content to daily life
No. 3	Many teachers themselves prefer using colloquial dialects instead of Modern Standard Arabic, believing that this teaching method is easier for students. This issue results in a decline in the quality of education and learning.	Use of colloquial dialects by teachers
No. 4	One of the primary issues in teaching Arabic in schools is the lack of updated teaching methods and the inability of many teachers to engage in self-development and learn modern educational approaches. Many teachers continue to adhere to traditional methods and are reluctant to adopt technology and contemporary pedagogical techniques.	Teachers' inability to engage in professional development

Following the open coding phase, the axial coding process began, aimed at identifying and categorizing key concepts and main themes. At this stage, all extracted open codes were carefully reviewed and grouped based on thematic similarities. Similar codes were merged, leading to the formation of broader and more comprehensive concepts that highlighted the shared characteristics of the identified challenges. These concepts served as an initial step in organizing and classifying the data.

Next, the identified concepts were organized into larger thematic categories, referred to as main categories, based on the research objectives and topic relevance. Each category encompassed a set of related concepts that were structured around a common theme. For instance, concepts such as "lack of time and learning space" and "absence of educational resources and facilities" were classified under the category "Cultural and Infrastructural Challenges".

Finally, the identified categories were connected to an overarching theme or central concept. This central concept

reflected the overall goal of the research and organized all concepts and categories around it. For example, categories such as "Cultural and Infrastructural Challenges," "Learner-Related Challenges," and "Teaching and Learning Challenges" were grouped under the central theme of "Challenges in Arabic Language Education". This structure provided a systematic framework for data analysis and facilitated the development of more coherent research findings.

This section provides an analysis of the identified challenges based on interviews conducted with teachers regarding Arabic language instruction. The analysis includes three key concepts, ten main categories, and 51 subcategories, all derived from teachers' experiences. Each category, along with its subcomponents, is explained in detail, and the findings are supported by direct quotations from teachers to provide deeper insight into the extracted themes.

Table 2

Axial Coding Derived from the Analysis of Interviews with Teachers

Concept	Main Category	Subcategory
Cultural and Infrastructural Challenges	Identity and Language Learning	Preference for English
		Dominance of colloquial dialects over Modern Standard Arabic
		Marginalization of Arabic language
	Educational Resources and Facilities	Lack of appropriate educational resources
		Insufficient educational facilities
	Time and Learning Space	Absence of modern and up-to-date teaching aids
		Failure to use appropriate instructional tools and methods
		Lack of suitable learning environments
		Overcrowded classrooms

Learner-Related Challenges	Poor Performance	Limited instructional time per session Students' weakness in using vocabulary in literary texts Lack of focus on writing skills Poor performance in exams Weakness in correct spelling skills Inability to complete assignments
	Weak Academic Background	Lack of proper understanding of Arabic concepts Significant difficulties in comprehending Arabic Lack of familiarity with Arabic vocabulary and grammar Lack of knowledge of fundamental principles and basic rules Deficiency in basic Arabic language skills
	Linguistic Performance Issues	Inadequate understanding of Arabic grammar Weak comprehension of Modern Standard Arabic Lack of conversation skills Inability to connect Arabic language concepts with personal interests Weak writing skills
	Cognitive Issues	Poor reading comprehension of Arabic texts Focus on grades rather than learning Decline in learning concentration and academic level Lack of engagement in real learning Inability to organize thoughts
	Emotional Issues	Overemphasis on rote memorization Decreased self-confidence Presence of stress and hopelessness Fear of being ridiculed for pronunciation errors Lack of interest in learning Arabic Negative attitude towards learning Arabic Decline in students' motivation to learn Arabic
Teaching and Learning Challenges	Teacher Skills	Insufficient teaching skills Use of colloquial dialects by teachers Inability of teachers to engage in professional development Classroom management issues
	Curriculum Content	Lack of relevance of curriculum content to students' daily lives and interests Breadth and complexity of the Arabic language Morphological and syntactic complexities of Arabic Excessive focus on grammatical rules and regulations Dense and repetitive textbook content
	Teaching Quality	Lack of engaging curriculum content Neglect of practical and applied aspects Overemphasis on theoretical discussions Use of rigid, traditional, and theory-based teaching methods Lack of engaging instructional methods

Following the open coding stage, the axial coding process was conducted to identify and categorize the core concepts and major themes. In this stage, all extracted open codes were thoroughly reviewed and grouped based on thematic similarities. Similar codes were merged, forming broader and more comprehensive categories that encapsulated the shared characteristics of the identified challenges. These categories were then structured to create a systematic framework for analyzing the collected data.

Subsequently, the identified categories were organized into larger thematic clusters, referred to as main categories, aligned with the study's research objectives. Each main category encompassed a group of related subcategories

structured around a common theme. For instance, subcategories such as "lack of time and learning space" and "absence of educational resources and facilities" were grouped under the "Cultural and Infrastructural Challenges" category.

Ultimately, all identified categories were connected to a central theme reflecting the overarching research goal. This central theme unified all extracted concepts and categories within a coherent analytical framework. For example, categories such as "Cultural and Infrastructural Challenges," "Learner-Related Challenges," and "Teaching and Learning Challenges" were classified under the "Challenges in Arabic Language Education" theme. This structured approach

provided a systematic foundation for analyzing the data and deriving more cohesive research findings.

To address the second research question, the data collected from interviews with teachers regarding effective strategies for reducing miscomprehension in Arabic language instruction were analyzed. This process involved a detailed review of the interview transcripts, identification of segments containing suggestions, and their coding. Open coding was applied by breaking the text into small semantic units and assigning initial codes to each section, ultimately leading to the categorization of key concepts.

The data analysis revealed that these strategies fall into three main concepts, nine primary categories, and 45 subcategories. The main concepts are as follows:

1. **Interactive and Collaborative Teaching Methods:** This includes utilizing group activities, classroom discussions, and real-life scenario simulations to enhance learning.
2. **Engaging Educational Tools and Resources:** This involves incorporating modern technologies

such as language learning software, educational videos, and visual tools to make learning content more engaging.

3. **Teacher Empowerment:** This focuses on organizing training programs and providing specialized support to strengthen teaching methodologies.

Throughout this process, 150 semantic units were identified, and 29 open codes were extracted, reflecting teachers' suggestions for improving Arabic language instruction. Examples of these codes include designing interactive activities, using diverse educational tools, and adapting curriculum content to students' daily needs. A word cloud visualization and a table of open codes were generated to provide a structured and precise presentation of these findings. This analysis presents a practical framework for improving the Arabic language teaching process.

Table 3

Examples of Open Codes Extracted from Interviews

Participant	Semantic Unit	Open Codes
No. 2	Emphasis should be placed on using Modern Standard Arabic instead of local dialects so that students can learn the language correctly. Additionally, creating a suitable and friendly learning environment can help students develop more interest in learning and face fewer difficulties.	Use of Modern Standard Arabic instead of local dialects
No. 16	My suggestion is that instead of focusing solely on grammatical rules and structures in textbooks and teaching methods, more emphasis should be placed on the practical applications of the language and engaging teaching techniques.	Practical use of Arabic in daily conversations
No. 14	The use of interactive and collaborative teaching techniques, such as group work and classroom discussions, has encouraged students to develop an interest in learning Arabic and use it as a valuable linguistic tool.	Organizing discussion and dialogue sessions
No. 17	To reduce miscomprehension and improve Arabic language learning, it is recommended that a suitable learning environment be created first. This environment should make students feel safe and comfortable, allowing them to freely ask questions.	Suitable learning environment
No. 2	One of the most successful strategies I have implemented in my teaching is cooperative learning. In this method, students are divided into small groups and work together to review and analyze the lesson content. This approach not only improves learning outcomes but also strengthens students' social skills and boosts their confidence. The results of this strategy in my classes have been highly positive, leading students to engage in learning with greater enthusiasm.	Cooperative learning strategy
No. 5	Organizing specialized training programs for teachers and creating platforms for sharing successful teaching experiences can help improve the current situation. Additionally, fostering more interaction between teachers and educational researchers can lead to the development of new and more effective teaching strategies for improving Arabic language learning.	Organizing consultation sessions for teachers
No. 5	One of the major challenges I faced in teaching Arabic was the lack of time and the large number of students per class. Specifically, in one of my classes, I encountered students who lacked a proper understanding of linguistic concepts and required repeated practice. However, due to time constraints and classroom overcrowding, I was unable to provide individualized attention to each student. Nevertheless, I tried to manage this challenge by creating a supportive learning atmosphere and encouraging students' efforts through interactive and motivational methods.	Teacher support and student encouragement
No. 3	Moreover, using non-traditional teaching methods such as cooperative learning and classroom discussions helps students move beyond rote memorization and develop a deeper understanding of the content. These approaches actively engage students in the learning process and allow them to benefit from peer knowledge, making them one of the most effective instructional methods.	Using discussions and dialogues in class
No. 6	I suggest placing greater emphasis on teacher training, especially in elementary education. Additionally, revising and updating the curriculum based on students' needs and interests can significantly enhance the quality of Arabic language education.	Increasing teacher effectiveness through specialized training programs

After open coding and extracting effective strategies for reducing miscomprehension in Arabic lessons, the axial coding phase was conducted to categorize and organize concepts and themes. This phase involved a careful review

of extracted codes and the integration of similar codes to form broader, more general concepts. These concepts represent common characteristics among the extracted codes and serve as a key step in data classification and analysis.

Table 4

Axial Coding Derived from the Analysis of Interviews with Teachers

Subcategory	Main Category	Concept
Promoting Arabic as part of identity	Emphasizing the importance of the Arabic language	Cultural and Infrastructural Solutions
Strengthening the connection between Arabic and religious identity		
Enhancing the value of the Arabic language		
Using educational aids and software	Creating a suitable learning environment	
Improving the learning environment		
Utilizing educational technologies for teaching		
Increasing class duration		
Enhancing teachers' capabilities through specialized training programs	Developing teachers' skills	
Employing experienced and specialized teachers		
Sharing experiences among teachers		
Encouraging and supporting teachers to boost motivation	Increasing student motivation and skills	Learner-Centered Solutions
Supporting students		
Enhancing commitment to learning		
Updating curriculum content to align with real-life contexts	Adapting curriculum content	
Creating engaging educational content		
Providing systematic education from foundational levels		
Conducting classroom discussions and dialogues to strengthen skills	Enhancing speaking and writing skills	
Emphasizing the use of Modern Standard Arabic in daily conversations		
Placing greater focus on literature and composition courses		
Cooperative teaching strategies	Innovative teaching methods	Teaching and Learning Improvement Strategies
Strengthening critical thinking		
Using theatrical performances and role-playing		
Organizing discussion and dialogue sessions		
Enhancing analytical skills	Practical language skills	
Engaging in language-related projects for deeper learning		
Learning Arabic through practical experiences		
Evaluating teaching effectiveness through specialized committees	Assessing teaching quality	
Practice sessions and feedback meetings		
Reviewing and modifying regulations related to Arabic language instruction		

To validate the proposed conceptual model in this study, several reliable qualitative strategies were employed to ensure accuracy and credibility. These measures included peer review and participant validation, transferability assessment, dependability, and confirmability of the findings. In continuous peer review, the findings were shared with experts in the educational field, and their feedback was incorporated to improve the model. To enhance transferability, data collection was conducted with detailed

descriptions of educational settings and conditions to ensure that the model could be applied in similar environments. Additionally, the entire research process, from data collection to analysis, was reviewed by researchers to ensure the accuracy and consistency of the results.

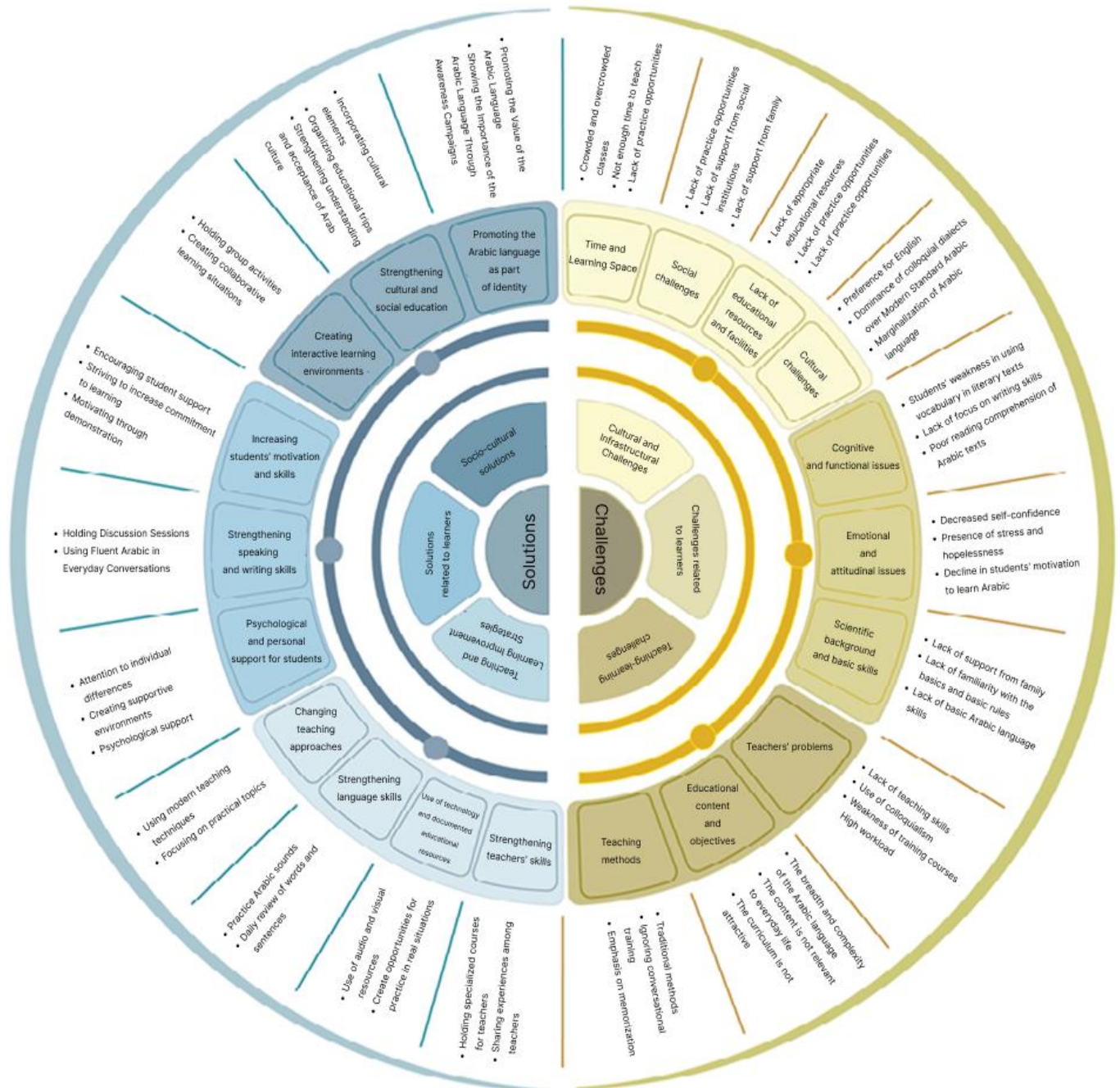
All data and analyses were systematically documented to enable further evaluation and verification. Ultimately, the designed conceptual model aligns with real-world educational settings and can be practically implemented in

classrooms. These measures collectively ensure the scientific and practical reliability of the model, establishing

it as a validated framework for improving Arabic language education.

Figure 1

Final Model of the Study



4. Discussion and Conclusion

The future of Arabic language education in Iraq faces multiple challenges and opportunities. With the expansion of

modern educational technologies such as smart boards, interactive software, and multimedia resources, the learning process can become more modernized and effective (Hussein, 2023; Montazer & Al-Rikabi, 2021). These

technologies create more engaging learning environments and enhance students' language skills. On the other hand, transitioning from traditional teaching methods to interactive and collaborative approaches provides students with practical and experiential learning opportunities, leading to a deeper understanding of linguistic concepts.

A key focus in this process is the professional development of teachers. Conducting specialized training courses and workshops to familiarize teachers with modern teaching strategies and collaborative learning can enhance teaching quality and reduce linguistic miscomprehension (Alsubhi et al., 2023). Additionally, improving educational infrastructure, such as equitable access to modern and digital resources, is another challenge that must be addressed to ensure the coordinated advancement of Arabic language education nationwide (Hussein, 2023).

Emphasizing cultural and local content in educational programs plays a crucial role in strengthening students' national and cultural identity. Developing educational materials that incorporate contemporary stories, poetry, and literary texts can foster a better understanding of Arabic language and culture while increasing students' motivation to learn (Azmi, 2024). Furthermore, cultural programs and awareness campaigns that highlight the significance of Arabic as part of national identity can help develop a more positive attitude toward learning the language (UNICEF, 2022).

Ultimately, the formulation of sustainable and non-political educational policies aligned with international standards and the real needs of society prevents instability and inconsistency in the education system (Shamsuddin & Hj. Ahmad, 2019). These policies should include independent oversight of curriculum development and educational programs to ensure teaching quality. Given these considerations, the future of Arabic language education in Iraq requires a focus on modern teaching methods, teacher professional development, and infrastructure enhancement to improve learning quality while preserving cultural identity and reinforcing Arabic as a vital component of national heritage.

Teachers can reduce linguistic miscomprehension in Arabic language classrooms by employing diverse and interactive methods. One effective strategy is to create an interactive and inquiry-based environment where students feel comfortable asking questions. This approach not only boosts students' confidence but also enables teachers to identify and correct mistakes immediately, strengthening students' understanding of concepts (Wahyuni et al., 2023).

Providing immediate and constructive feedback is another key tool. Teachers can prevent the persistence of miscomprehension by reviewing exercises in real time and offering clear explanations of complex topics, guiding students toward proper learning (Nasser, 2021).

To enhance practical learning, using real-life examples and applied exercises plays a significant role. Teachers should incorporate examples relevant to students' daily lives and design exercises that simulate real-world contexts, making linguistic concepts more tangible and meaningful (Kahiha, 2023).

Moreover, repetition and review are essential strategies for reinforcing learning. Teachers can ensure students grasp concepts correctly and prevent forgetting by using summarization, reviewing previous lessons, and conducting informal quizzes (Meskine, 2024).

Finally, the use of educational technologies, such as interactive software, explanatory videos, and smart boards, can make learning more engaging and clarify linguistic concepts. These tools transform learning into an interactive experience and increase students' motivation to participate in class (Montazer & Al-Rikabi, 2021).

In this regard, implementing an integrated management system is necessary to address the challenges of Arabic language education and reduce miscomprehension. This system should establish centralized and sustainable policies, ensure proper implementation of curricula, and prevent fragmentation and instability in the education system. Additionally, it must have the capability to withstand political changes and ensure policy consistency across educational institutions (World Bank, 2022a, 2022b).

Strengthening specialized training for educational administrators is also a crucial step. Organizing professional development courses in management, planning, and educational assessment can enhance school administrators' effectiveness and help them make informed decisions to improve teaching quality (Shamsuddin & Hj. Ahmad, 2019).

Promoting Arabic as part of national identity is another fundamental measure. Conducting cultural and promotional programs in schools and media to emphasize Arabic as a key component of national culture can foster a more positive attitude toward learning the language (Murad, 2007; UNICEF, 2022). Additionally, educating families and communities about the importance of Arabic can be highly influential. Hosting training workshops for parents and communities helps support students' language learning and highlights that Arabic is not just a linguistic skill but a valuable cultural asset (Yaseen et al., 2016).

Updating teaching methodologies through in-service training programs for teachers and introducing modern approaches such as collaborative teaching, project-based learning, and interactive learning can enhance teaching quality. These methods actively engage students in learning, making it more meaningful and engaging (Alsubhi et al., 2023).

Additionally, developing engaging and practical educational content that aligns with students' interests and contemporary needs is essential. Incorporating stories, poetry, and modern literary texts instead of traditional materials can foster a deeper understanding of Arabic language and culture while boosting students' motivation to learn (Azmi, 2024).

To achieve these goals, increasing educational funding and ensuring equitable resource allocation is necessary. The government must ensure that all schools and regions have access to appropriate resources and equipment. Resource allocation should be based on actual needs, with a focus on improving teaching quality (World Bank, 2022b). Additionally, enhancing teachers' salaries and working conditions can help attract and retain motivated and experienced educators. These efforts increase teachers' participation in professional development programs and improve teaching quality (ACSPS, 2020).

By implementing these recommendations, the challenges of Arabic language education can be mitigated, and learning quality can be enhanced. These measures, combined with strengthening cultural and national identity, can elevate Arabic to a more significant position within the educational system and society.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

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Declaration of Interest

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All procedures performed in studies involving human participants were under the ethical standards of the institutional and, or national research committee and with the 1964 Helsinki Declaration and its later amendments or comparable ethical standards.

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