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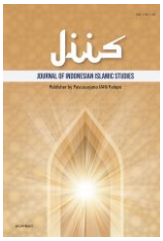

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Developments and Research Trends in Psycholinguistics in Arabic Language Learning: A Systematic Literature Review

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Abstract

This study aims to analyze the developments and research trends in psycholinguistics within Arabic language learning through a Systematic Literature Review (SLR) approach. The review examines scholarly publications related to Arabic language acquisition, cognitive processes, affective factors, instructional strategies, social learning environments, and technological integration in Arabic language education. Data were collected from relevant academic publications and analyzed using thematic synthesis to identify publication characteristics, dominant research themes, and their implications for Arabic language learning development. The findings reveal that psycholinguistic research in Arabic language learning has developed into an increasingly dynamic and interdisciplinary field. The dominant themes identified include language acquisition, cognitive processing, learning theories, affective factors, social environment, and communicative instructional strategies. The review indicates that successful Arabic language learning is not solely determined by vocabulary mastery and grammatical competence but is also strongly influenced by learners' cognitive readiness, emotional conditions, social interactions, and opportunities for meaningful communication. Furthermore, recent research trends demonstrate growing attention to learner-centered approaches, communicative learning, psychologically supportive environments, and technology-enhanced instruction. This study highlights the importance of designing adaptive and integrated Arabic language learning that accommodates learners' cognitive, affective, and social characteristics. Future studies are recommended to strengthen empirical evidence through experimental, quantitative, mixed-method, and longitudinal research designs to examine the influence of psycholinguistic factors on Arabic language learning outcomes more comprehensively.

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Introduction

Arabic occupies a strategic position in global civilization, education, religion, and intercultural communication. Beyond functioning as the language of the Qur'an and classical Islamic scholarship, Arabic has become one of the most widely spoken languages in the world and serves as an important medium for academic, cultural, and international communication. UNESCO reports that Arabic is spoken daily by more than 400 million people and has been recognized as one of the six official languages of the United Nations since 1973 (UNESCO, 2026). This global significance highlights the importance of Arabic language learning, not only for strengthening religious literacy but also for developing learners' academic competence and communicative abilities in broader global contexts. Therefore, Arabic language instruction should not be limited to grammatical mastery alone but should also emphasize learners' ability to understand, process, and use language meaningfully in various communicative situations.

Despite its importance, Arabic language learning remains a complex and challenging process shaped by linguistic, cognitive, affective, and social dimensions. Learners are expected to master vocabulary, morphological structures, syntax, and pronunciation while simultaneously processing linguistic input to produce meaningful spoken and written expressions. In this process, cognitive abilities interact closely with affective variables such as motivation, self-confidence, attitudes toward language, and anxiety. Previous studies suggest that difficulties in Arabic language learning are strongly influenced by these cognitive and affective factors, which affect learners' ability to acquire, comprehend, and produce language effectively (Khairani et al., 2025). In addition, dialectal variation, cultural differences, limited learning resources, and social learning environments further complicate the language acquisition process.

These challenges indicate that Arabic language learning should be understood as a complex mental process rather than merely a transfer of linguistic knowledge from teachers to students. In this context, psycholinguistics plays a central role because it connects linguistic studies with psychological processes involved in language acquisition, comprehension, storage, and production. Psycholinguistic perspectives help explain how learners receive linguistic input, process information, construct meaning, and generate language output. Huda (2018) argues that Arabic language acquisition cannot be separated from learners' cognitive and psychological processes. Similarly, Nafi'ah and Setiyawan (2024) emphasize that effective Arabic language instruction requires the integration of linguistic, psychological, and pedagogical principles. These perspectives suggest that psycholinguistics provides an important theoretical foundation for understanding and improving Arabic language learning.

The relevance of psycholinguistics becomes increasingly important because learners possess diverse learning characteristics. Differences in prior knowledge, linguistic background, memory capacity, cognitive styles, motivation, and emotional readiness significantly influence the pace and quality of Arabic language acquisition. Consequently, instructional approaches centered solely on memorization of grammatical rules may not adequately address learners' needs. Educators need to understand how learners absorb new linguistic information, connect it with prior knowledge, develop meaning, and use language in authentic communication. Nismawati and Darmawati (2025) explain that Arabic language learning can be strengthened through the integration of multiple theoretical

perspectives, including behaviorism, mentalism, cognitivism, constructivism, and nativism. These theoretical perspectives collectively suggest that Arabic language instruction should be designed more flexibly by considering learners' cognitive, psychological, and pedagogical needs.

The application of psycholinguistic principles in Arabic language learning is also closely related to teaching strategies and instructional methods. Effective learning should position students as active participants rather than passive recipients of knowledge. Learning approaches such as Task-Based Learning, Problem-Based Learning, and generative-transformative approaches provide learners with opportunities to use Arabic as a tool for thinking, communicating, and solving problems. Adinda et al. (2024) found that these approaches promote more active, communicative, and contextual learning experiences because they align with learners' cognitive development and psychological characteristics. Thus, psycholinguistics contributes not only as a theoretical foundation but also as a practical framework for designing more adaptive and learner-centered Arabic language instruction.

Recent developments in Arabic language learning research demonstrate increasingly interdisciplinary trends. Research has expanded beyond traditional concerns of grammar and teaching methodology to include e-learning, bilingualism, computational linguistics, and technology-assisted language learning. Nugrahawan et al. (2024) observed that Arabic language learning research increasingly emphasizes cognitive processing, information management, and technology integration in instructional practices. This shift indicates that Arabic language learning is increasingly influenced by technological advancement, evolving communication practices, and modern educational demands. However, studies specifically examining psycholinguistics in Arabic language learning remain fragmented across diverse themes, including language acquisition, cognitive processing, affective barriers, learning strategies, and social interaction.

Several previous studies have examined psycholinguistics in Arabic language learning from diverse perspectives. These studies provide important insights into language acquisition processes, cognitive dimensions, affective barriers, and pedagogical strategies. However, most existing studies remain limited to specific contexts and fragmented themes.

Table 1. Previous Studies on Psycholinguistics in Arabic Language Learning

No	Authors (Year)	Research Focus	Method	Key Findings	Research Gap
1	Satriawan (2023)	Arabic language learning in multicultural societies	Qualitative case study	Cultural resistance, identity, motivation, memory, and anxiety significantly influence Arabic learning	Limited to multicultural context
2	Adinda et al. (2024)	Role of psycholinguistics in Arabic learning methods	Systematic literature review	Psycholinguistics supports curriculum and instructional method development	Focused only on teaching methods
3	Nugrahawan et al. (2024)	Cognitive psycholinguistic models in Arabic grammar learning	Qualitative metasynthesis	Cognitive processing, memory, and information organization are central to grammar learning	Limited to grammar instruction

4	Nafi'ah & Setiyawan (2024)	Psycholinguistics in 21st-century Arabic learning	Literature review	Integration of linguistic, psychological, and pedagogical principles is essential	Broad theoretical focus
5	Amalia et al. (2025)	Cognitive approach in Arabic grammar learning	Qualitative descriptive	Cognitive approaches improve understanding of Arabic grammar structures	Limited to nahwu learning

The previous studies demonstrate that psycholinguistic perspectives in Arabic language learning have been explored through various lenses, including multicultural learning contexts, instructional strategies, cognitive models, and grammar instruction. However, most of these studies focus on specific themes or limited contexts. Existing literature reviews generally emphasize only particular aspects, such as psycholinguistic contributions to instructional methods or cognitive approaches in grammar learning. As a result, comprehensive studies that systematically map publication trends, thematic diversity, methodological tendencies, dominant psycholinguistic dimensions, and their implications for Arabic language learning remain limited. This indicates a significant research gap in the current literature.

Therefore, a systematic and comprehensive review is necessary to map the developments and research trends in psycholinguistics within Arabic language learning. Such a review is essential to identify dominant themes, methodological patterns, emerging research directions, and practical implications for teaching and learning. Accordingly, this study aims to analyze the developments and research trends in psycholinguistics in Arabic language learning through a Systematic Literature Review approach. The findings are expected to provide a more structured understanding of the role of psycholinguistics in Arabic language learning and serve as an important reference for researchers, educators, and curriculum developers in designing instructional practices that accommodate learners' cognitive, affective, and social needs.

Method

This study employed a Systematic Literature Review (SLR) to comprehensively examine the developments and research trends in psycholinguistics within Arabic language learning. The SLR approach was selected because it provides a systematic, transparent, and rigorous procedure for identifying, evaluating, and synthesizing findings from previous studies, thereby enabling a clearer understanding of research trends, thematic developments, methodological tendencies, and scholarly contributions in this field (Abubakar, 2021).

The literature search was conducted through several academic databases and scholarly publication platforms that provide access to peer-reviewed articles, including Google Scholar, Scopus-indexed journals, and other relevant academic repositories. The search strategy employed a combination of Indonesian and English keywords to ensure broader coverage of relevant studies. The primary keywords included *psycholinguistics in Arabic language learning*, *Arabic language acquisition*, *Arabic language pedagogy*, *pembelajaran bahasa Arab*, and *pemerolehan bahasa Arab*. These keywords were

combined and refined iteratively to maximize the relevance and comprehensiveness of retrieved studies.

The article selection process was carried out in several stages. The first stage involved the identification of potentially relevant studies based on keyword searches across selected databases. The second stage consisted of screening article titles and abstracts to assess their relevance to the focus of the study. The third stage involved a full-text eligibility assessment to determine whether each article met the inclusion criteria. Finally, selected articles that fulfilled all requirements were included in the final review and analysis.

The inclusion criteria required that articles: (1) be published in academic journals or reputable scholarly sources; (2) focus directly on psycholinguistics in relation to Arabic language learning; and (3) provide sufficient information regarding research objectives, methodology, findings, and implications. Studies were excluded if they: (1) did not align with the focus of psycholinguistics and Arabic language learning; (2) were unavailable in full text; (3) contained repetitive or duplicated content; or (4) discussed Arabic linguistics without linking it to language learning processes or learners' psychological dimensions.

The selected studies were analyzed using thematic synthesis to identify patterns and recurring themes across the literature. The analysis focused on several aspects, including publication characteristics, research focus, methodological approaches, key findings, and practical implications. Data were categorized and interpreted to map the evolution of psycholinguistic studies in Arabic language learning and to identify dominant research themes and emerging directions. This analytical procedure enabled the study to systematically explain research developments and provide a structured overview of psycholinguistic trends in Arabic language learning (Miles et al., 2014).

Results and Discussion

Publication Characteristics and Research Developments of Psycholinguistics in Arabic Language Learning

The findings of this systematic literature review indicate that research on psycholinguistics in Arabic language learning has experienced significant development in recent years and has become increasingly interdisciplinary. The scope of research is no longer confined to traditional issues such as language acquisition or linguistic errors but has expanded to include cognitive processing, affective conditions, instructional strategies, social interaction, learning environments, and technological integration. This expansion reflects a growing recognition that Arabic language learning should be understood as a multidimensional process involving both linguistic competence and psychological mechanisms.

The increasing attention to psycholinguistic dimensions in Arabic language learning suggests a shift in scholarly perspectives. Earlier studies predominantly focused on grammatical mastery, vocabulary acquisition, and conventional teaching methods. However, contemporary studies increasingly emphasize how learners process linguistic information, store knowledge in memory, develop communicative competence, and manage psychological barriers during language learning. This shift demonstrates that psycholinguistics has become an important framework for understanding the relationship between learners' mental processes and their language performance (Nafi'ah & Setiyawan, 2024).

The review also reveals that Arabic language learning research has become increasingly influenced by interdisciplinary developments, particularly in educational psychology, digital learning, bilingualism, and computational linguistics. Recent studies indicate growing scholarly interest in e-learning environments, digital platforms, speech recognition, machine-assisted learning systems, and natural language processing for Arabic language instruction. Nugrahawan et al. (2024) noted that Arabic language learning research is increasingly directed toward cognitive processing and technology integration. This trend reflects broader transformations in educational practices driven by technological advancement and evolving learner needs in modern educational contexts.

In terms of publication characteristics, studies on psycholinguistics in Arabic language learning are still largely dominated by literature-based research and conceptual analyses. Many studies rely on literature reviews to explain the contribution of psycholinguistic theories to language acquisition, instructional design, and teaching strategies. This pattern indicates that conceptual and theoretical discussions continue to serve as the primary foundation for psycholinguistic research in Arabic language learning. The dominance of literature-based studies suggests that the field is still in a phase of theoretical consolidation, where scholars seek to strengthen conceptual frameworks before advancing toward more robust empirical investigations.

At the same time, field-based studies have gradually emerged and provide more contextual insights into the application of psycholinguistic principles in Arabic language learning. Empirical studies conducted in schools, universities, and Islamic boarding schools reveal that Arabic language acquisition occurs through both formal classroom instruction and informal interactions outside the classroom. Abror and Djamilah Wulan (2024) found that learners' language development is strongly influenced by both structured learning environments and everyday communicative practices. These findings reinforce the idea that Arabic language acquisition is shaped not only by instructional methods but also by social interaction and environmental exposure.

Cognitive dimensions represent one of the most dominant themes in current psycholinguistic research. Studies frequently highlight the importance of comprehension, information processing, memory, and mental organization in Arabic language learning, particularly in grammar instruction. Difficulties in learning Arabic grammar are often associated not merely with memorization challenges but with learners' ability to process, organize, and retrieve linguistic information effectively. This perspective shifts the focus from surface-level mastery toward deeper cognitive engagement in learning Arabic linguistic structures.

Affective dimensions also emerge as a significant area of concern in psycholinguistic research. Language anxiety, low self-confidence, fear of making mistakes, and lack of motivation frequently hinder learners' participation in Arabic language learning activities. These affective barriers often reduce learners' willingness to communicate and negatively affect language performance. Studies consistently show that psychological readiness plays a critical role in determining learners' active engagement in speaking, reading, writing, and classroom interaction. Therefore, successful Arabic language instruction must address not only linguistic competence but also learners' emotional and psychological conditions.

Another important trend identified in this review is the growing integration of technology in Arabic language learning. Technology has increasingly been used to support

flexible and interactive learning through digital platforms, audiovisual materials, vocabulary applications, pronunciation training tools, and AI-assisted learning systems. The integration of technology expands access to Arabic language learning and provides learners with more opportunities for practice and interaction. However, psycholinguistic considerations remain essential to ensure that technology enhances rather than overloads learners' cognitive processing. Effective technology integration should therefore consider learners' cognitive capacity, emotional readiness, and communicative needs.

Dominant Themes in Psycholinguistics in Arabic Language Learning

The systematic review reveals several dominant themes in psycholinguistic research related to Arabic language learning. These themes reflect the major concerns of scholars in understanding how learners acquire, process, and use Arabic in various learning contexts. The most prominent themes identified in this review include language acquisition, cognitive processing, learning theories, affective factors, social environment, and instructional strategies.

1. Language Acquisition in Arabic Language Learning

Language acquisition remains one of the most dominant themes in psycholinguistic studies of Arabic language learning. In this context, language acquisition extends beyond vocabulary mastery or grammatical knowledge. It involves learners' ability to receive linguistic input, interpret meaning, construct mental representations, and produce language in communicative situations. Arabic language acquisition requires learners to develop not only linguistic competence but also cognitive readiness and communicative ability.

Huda (2018) argues that Arabic language acquisition should be understood through the interaction between linguistic, psychological, and pedagogical dimensions. This perspective emphasizes that successful language acquisition depends not only on instructional quality but also on learners' mental readiness and learning experiences. The acquisition process becomes more effective when learners are actively engaged in meaningful communication and are provided with sufficient opportunities to practice language use in authentic contexts.

The reviewed studies indicate that Arabic language acquisition is influenced by multiple internal and external factors. Internal factors include motivation, cognitive capacity, prior language knowledge, and emotional readiness. External factors include instructional design, language exposure, classroom environment, and social interaction. The interaction between these factors determines the quality and speed of language acquisition.

2. Cognitive Processes in Arabic Language Learning

Cognitive processing represents another dominant theme in psycholinguistic research. Arabic language learning requires learners to process complex linguistic information involving vocabulary, sentence structure, morphology, syntax, and semantic relationships. This process demands strong cognitive engagement, including attention, memory, comprehension, information organization, and retrieval.

Nugrahawan et al. (2024) emphasize that psycholinguistic cognitive models are highly relevant in supporting Arabic grammar learning, particularly in helping learners understand complex grammatical structures such as *nahwu* and *sharaf*. Difficulties in

Arabic grammar learning are often caused not simply by weak memorization but by challenges in processing and organizing linguistic information effectively.

This finding suggests that Arabic language instruction should prioritize deep understanding rather than rote memorization. Teachers need to design learning activities that support gradual information processing through meaningful repetition, contextual examples, concept mapping, and scaffolded exercises. Such strategies enable learners to build stronger cognitive connections between linguistic forms, functions, and meanings.

3. Learning Theories in Arabic Language Learning

The review also indicates that psycholinguistic studies in Arabic language learning are strongly influenced by multiple learning theories. Behaviorism, mentalism, cognitivism, constructivism, and nativism are frequently used as theoretical foundations for understanding language acquisition and instructional practices.

Behaviorism emphasizes habit formation, repetition, and reinforcement in language learning. From this perspective, language acquisition occurs through repeated exposure and practice. Mentalism and nativism, in contrast, focus on learners' innate linguistic abilities and internal mental processes. These perspectives emphasize the importance of internal cognitive mechanisms in language acquisition.

Meanwhile, cognitivism and constructivism highlight the active role of learners in processing information and constructing knowledge. Nismawati and Darmawati (2025) explain that these theoretical perspectives collectively offer valuable insights for designing more adaptive Arabic language instruction. The integration of these theories allows educators to create more flexible learning environments that accommodate diverse learner needs and characteristics.

4. Affective Factors in Arabic Language Learning

Affective factors constitute another major theme in psycholinguistic research. Motivation, self-confidence, language anxiety, attitudes toward language, and willingness to communicate significantly influence learners' success in Arabic language learning. These factors shape learners' participation, engagement, and readiness to use Arabic in both formal and informal settings.

Ibrah et al. (2026) found that language anxiety remains one of the most significant barriers in Arabic language acquisition, particularly in speaking activities. Learners often experience fear of making mistakes, embarrassment, and low confidence when using Arabic in classroom interactions. Such psychological barriers reduce active participation and hinder communicative development.

Conversely, supportive learning environments can significantly reduce these affective barriers. Positive feedback, gradual practice opportunities, and non-threatening classroom interactions can strengthen learners' confidence and motivation. Therefore, affective support should become an integral component of Arabic language instruction.

5. Social Environment and Instructional Strategies

The social environment also plays a crucial role in Arabic language learning. Language acquisition does not occur solely through formal classroom instruction but also through interaction within broader social and cultural contexts. Social interaction, peer communication, language exposure, and cultural experience all contribute to shaping learners' language development.

Satriawan (2023) found that Arabic language learning in multicultural settings is strongly influenced by cultural dynamics, social identity, and communicative practices. Learners' experiences with language are often shaped by the broader sociocultural context in which learning takes place. This finding indicates that Arabic language acquisition is not merely an individual cognitive process but also a socially situated experience.

Instructional strategies further determine how effectively psycholinguistic principles are applied in Arabic language learning. Adinda et al. (2024) highlight that Task-Based Learning, Problem-Based Learning, and communicative approaches are particularly effective in creating active and meaningful learning experiences. These strategies encourage learners to use Arabic as a tool for communication, problem-solving, and interaction rather than merely as an academic subject.

Implications of Research Trends for Arabic Language Learning Development

The findings of this systematic literature review provide important implications for the development of Arabic language learning, particularly in relation to instructional design, teaching strategies, classroom environments, and future research directions. The identified research trends demonstrate that effective Arabic language learning requires a more comprehensive approach that integrates cognitive, affective, social, and technological dimensions.

First, Arabic language instruction should be designed by considering learners' individual characteristics. Learners differ in prior knowledge, language background, cognitive capacity, motivation, anxiety levels, and readiness to communicate. These differences significantly influence learning outcomes and language acquisition processes. Therefore, instructional design should be flexible and adaptive to accommodate learners' diverse needs. Psycholinguistic perspectives suggest that language learning is not a uniform process; rather, each learner develops linguistic competence through unique cognitive and psychological pathways. This understanding encourages educators to adopt more learner-centered instructional approaches.

Second, Arabic language instruction should emphasize comprehension and meaningful understanding rather than rote memorization of grammatical rules. Traditional Arabic instruction often focuses heavily on memorization of vocabulary, *nahwu*, and *sharaf* rules. While grammatical knowledge remains important, psycholinguistic research indicates that meaningful learning occurs when learners understand the relationships between linguistic forms, functions, and meanings. Amalia et al. (2025) emphasize the importance of supporting learners' cognitive processing through concept mapping, contextual examples, visual representations, and structured practice. Such approaches help learners build deeper understanding and strengthen long-term retention.

Third, communicative activities should occupy a more central role in Arabic language instruction. Arabic should not be taught solely as an academic subject but also as a practical tool for communication and interaction. Activities such as dialogues, discussions, role-playing, presentations, collaborative tasks, and problem-solving exercises provide learners with opportunities to use Arabic meaningfully. Adinda et al. (2024) highlight that Task-Based Learning and Problem-Based Learning are effective approaches for promoting active and communicative Arabic language learning. These approaches help learners

develop not only linguistic competence but also communicative confidence and real-world language application.

Fourth, psychologically safe classroom environments should become a priority in Arabic language teaching. Affective barriers such as language anxiety, fear of making mistakes, and low self-confidence frequently hinder learners' participation and language performance. Psycholinguistic studies consistently show that learners perform better when they feel emotionally secure and supported. Teachers therefore play a crucial role in creating classroom environments that encourage experimentation, tolerate mistakes as part of learning, and provide constructive feedback. Positive reinforcement and supportive interactions can significantly reduce psychological barriers and enhance learners' motivation and willingness to communicate.

Fifth, language-rich environments should be developed to strengthen Arabic language acquisition. Language learning becomes more effective when learners are exposed to meaningful language use beyond formal classroom instruction. Opportunities for authentic interaction, peer communication, daily expressions, and practical language use can significantly enhance language development. Abror and Djamilah Wulan (2024) found that Arabic language acquisition occurs not only through formal learning but also through informal communicative practices in everyday settings. Therefore, institutions should create language-supportive environments that encourage consistent Arabic language exposure.

Sixth, technology integration should be strategically utilized to enhance Arabic language learning. The increasing use of digital learning platforms, audiovisual resources, mobile applications, speech recognition tools, and AI-assisted learning systems presents new opportunities for improving instructional quality. Technology can provide more flexible access to learning materials, increase learner engagement, and expand opportunities for independent practice. However, psycholinguistic considerations remain essential to ensure that technology supports rather than overwhelms learners' cognitive processing. Effective technology integration should align with learners' cognitive capacity, emotional readiness, and communicative needs.

Finally, this review highlights important directions for future research. Although psycholinguistic research in Arabic language learning has grown significantly, empirical evidence remains relatively limited compared to conceptual and literature-based studies. Future research should prioritize experimental studies, quantitative investigations, mixed-method approaches, and longitudinal designs to generate stronger evidence regarding the impact of psycholinguistic factors on Arabic language learning outcomes. Future studies may examine the effects of specific teaching strategies on motivation, anxiety reduction, speaking performance, vocabulary acquisition, and grammatical understanding. In addition, emerging areas such as AI-based language learning, adaptive learning systems, and digital psycholinguistics offer promising directions for future exploration.

Conclusion

This systematic literature review demonstrates that psycholinguistic research in Arabic language learning has developed into an increasingly dynamic and interdisciplinary field. The findings indicate that the discussion of Arabic language learning is no longer limited to linguistic components such as vocabulary, sentence structure, and grammatical

rules. Instead, it has expanded to include cognitive processes, affective conditions, social experiences, instructional strategies, and technological integration. This development reflects a growing recognition that Arabic language learning should be understood as a complex process involving learners' ability to receive linguistic input, process information, construct meaning, and use language in meaningful communicative contexts. In this regard, psycholinguistics provides a valuable framework for understanding the relationship between learners' mental processes and the development of Arabic language proficiency.

The review further reveals that the dominant themes in psycholinguistic research on Arabic language learning include language acquisition, cognitive processing, learning theories, affective factors, social environment, and communicative instructional strategies. The findings suggest that successful Arabic language learning is not determined solely by learners' mastery of linguistic knowledge or grammatical rules. Rather, learners' cognitive readiness, emotional conditions, social interactions, and opportunities for meaningful communication play equally important roles in shaping language learning outcomes. These findings highlight the need for Arabic language instruction to move toward more adaptive, learner-centered, communicative, and psychologically supportive approaches.

This study underscores important implications for Arabic language teaching and future research. Educators are encouraged to design instructional practices that consider learners' cognitive capacity, emotional readiness, and communicative needs. The integration of communicative activities, supportive classroom environments, language-rich contexts, and appropriate technological tools can significantly enhance Arabic language learning effectiveness. For future research, stronger empirical evidence is needed through experimental, quantitative, mixed-method, and longitudinal studies to examine the influence of psycholinguistic factors on Arabic language learning outcomes more comprehensively. Such studies are essential for advancing psycholinguistic scholarship and improving Arabic language pedagogy in contemporary educational contexts.

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