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## **Integrating Artificial Intelligence into Arabic Textbook Evaluation: A Linguistic Analysis Based on Al-Fawzan's Framework**

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### **Abstract**

This study evaluates the linguistic dimension of *Durus al-Lughah al-'Arabiyyah li Ghayr al-Natiqin Bih* (Book I) based on Abdul Rahman Al-Fawzan's framework and explores the role of artificial intelligence (AI) in supporting textbook evaluation. Using a qualitative content analysis approach, the study examined selected linguistic materials, including vocabulary, grammatical structures, dialogues, and reading texts. A human-AI collaborative procedure was employed, in which AI assisted in identifying linguistic patterns and organizing data, while pedagogical interpretation remained under the researcher's responsibility. The findings indicate that the textbook strongly fulfills the criteria of using Standard Arabic without intermediary language and employing dialogue as the primary instructional entry point. However, the integration of language elements with language skills and the comprehensive treatment of language skills were only partially fulfilled. The study also demonstrates that AI can support textbook evaluation by facilitating the identification of recurring linguistic patterns and structural relationships. Nevertheless, pedagogical judgment and contextual interpretation still require human expertise. The findings suggest that AI is most effective as an analytical assistant rather than an autonomous evaluator in Arabic textbook evaluation.

**Keywords:** *artificial intelligence; Arabic textbook evaluation; content analysis; Al-Fawzan framework; human-AI collaboration*

**Abstrak**

Penelitian ini bertujuan mengevaluasi dimensi kebahasaan dalam kitab *Durus al-Lughah al-'Arabiyah li Ghayr al-Natiqin Biha* (Jilid I) berdasarkan kerangka Abdul Rahman Al-Fawzan serta mengeksplorasi peran kecerdasan buatan (AI) dalam mendukung evaluasi buku ajar. Penelitian menggunakan pendekatan analisis isi kualitatif terhadap sampel materi kebahasaan yang meliputi kosakata, struktur bahasa, dialog, dan teks bacaan. Analisis dilakukan melalui prosedur kolaboratif manusia-AI, di mana AI membantu mengidentifikasi pola linguistik dan mengorganisasi data, sedangkan interpretasi pedagogis dilakukan oleh peneliti. Hasil penelitian menunjukkan bahwa buku ini memiliki tingkat kesesuaian yang tinggi pada kriteria penggunaan bahasa Arab fusha tanpa bahasa perantara dan penggunaan dialog sebagai pintu masuk pembelajaran. Sebaliknya, integrasi antara unsur bahasa dan keterampilan berbahasa serta pengolahan keterampilan berbahasa secara menyeluruh masih terpenuhi secara parsial. Penelitian ini juga menunjukkan bahwa AI dapat mendukung evaluasi buku ajar melalui identifikasi pola linguistik dan hubungan struktural secara lebih sistematis. Namun, penilaian pedagogis dan interpretasi kontekstual tetap memerlukan keahlian manusia. Temuan ini mengindikasikan bahwa AI lebih efektif berperan sebagai asisten analitis daripada evaluator otonom dalam evaluasi buku ajar bahasa Arab.

**Kata Kunci:** *kecerdasan buatan; evaluasi buku ajar bahasa Arab; analisis isi; kerangka Al-Fawzan; kolaborasi manusia-AI*

**Introduction**

Textbooks are among the most important components of language learning, particularly in the context of teaching Arabic to non-native speakers. In many educational settings, textbooks function not only as instructional resources but also as pedagogical frameworks that guide learning objectives, content sequencing, learning activities, and students' learning experiences.<sup>1</sup> Consequently, the quality of textbooks directly influences the effectiveness of the learning process and the success of language acquisition. High-quality instructional materials provide learners with linguistic input that is appropriate to their needs and proficiency levels.<sup>2</sup>

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<sup>1</sup> Annafiri, Ahmad Zaki, Andi Suseno, Ilmah Fitrotul Azizah, Ahmad Mizaj el Kafoor, and Firda Saphira Azzahro. "Cultural Analysis of the Arabic Language Textbooks of Muhammadiyah Elementary School." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 1 (January 2024): 98–119. <https://doi.org/10.19105/ajpba.v5i1.10989>.

<sup>2</sup> Akmaliah, Akmaliah, Yasir Hudzaifah, Nisrina Ulfah, and Muhammad Ibnu Pamungkas. "Child-Friendly Teaching Approach for Arabic Language in

Among the various factors that determine the quality of Arabic language textbooks, the linguistic dimension occupies a central position.<sup>3</sup> This dimension encompasses vocabulary selection, the presentation of linguistic structures, the use of appropriate language varieties, text readability, and the gradual organization of learning materials according to learners' abilities. In teaching Arabic to non-native speakers, linguistic quality significantly affects comprehension, vocabulary acquisition, grammatical mastery, and the development of communicative competence. Therefore, evaluating the linguistic dimension is essential for ensuring the quality of Arabic language teaching materials.<sup>4</sup>

In the field of Arabic language teaching for non-native speakers, several scholars have developed frameworks for evaluating instructional materials. One of the most widely recognized frameworks was proposed by Abdul Rahman Al-Fawzan. This framework emphasizes the linguistic dimension as a key criterion in textbook evaluation, including the integration of language elements and skills, the direct and functional treatment of language components, the use of Standard Arabic without reliance on intermediary languages, and the use of dialogue as the primary entry point for instruction.<sup>5</sup> These criteria have been widely adopted in Arabic textbook evaluation studies due to their strong pedagogical foundation.

Recent advances in artificial intelligence (AI) have created new opportunities across various areas of educational research. AI-based technologies, particularly those employing Natural Language Processing

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Indonesian Islamic Boarding School.” *International Journal of Language Education*, March 30, 2021, 501–14. <https://doi.org/10.26858/ijole.v5i1.15297>.

<sup>3</sup> Yasin, Burhanuddin, Faisal Mustafa, Diva Safina, Yusri Yusuf, Khairuddin Khairuddin, and Barep Sarinauli. “Introducing Contextual Teaching and Learning as a Transition from Textbook-Based Curriculum to the National Curriculum.” *European Journal of Educational Research* volume–12–2023, no. volume–12–issue–4–october–2023 (October 2023): 1767–79. <https://doi.org/10.12973/eu-jer.12.4.1767>.

<sup>4</sup> Abdul Hamid, Mohd Fauzi, Muhammad Sabri Sahrir, Mohd Firdaus Yahaya, and Muassomah Muassomah. “Development of a Web-Based Interactive Infographic Module for Learning Arabic Grammar at a Malaysian University.” *Journal of Education and Learning (EduLearn)* 19, no. 4 (November 2025): 2302–12. <https://doi.org/10.11591/edulearn.v19i4.22258>.

<sup>5</sup> Abdul Rahman bin Ibrahim Al-Fawzan, *I'dād Mawād Ta'lim al-Lughah al-'Arabiyyah li Ghayr al-Nāṭiqīn Bihā* (Riyadh: n.p., 1428 H).

(NLP)<sup>6</sup> and Large Language Models (LLMs)<sup>7</sup>, have demonstrated increasing capabilities in processing textual data, identifying linguistic patterns, classifying information, and generating data-driven analyses efficiently. These capabilities position AI as a promising tool for supporting content analysis research, including studies on instructional materials and language textbook evaluation.<sup>8</sup>

Previous studies on Arabic textbook evaluation have primarily focused on content analysis, linguistic quality, and alignment with specific pedagogical standards. For example, Amalia et al. employed Al-Fawzan's framework to evaluate Arabic language textbooks and found varying levels of compliance across criteria, particularly regarding target language use, dialogue-based instruction, and the integration of language skills.<sup>9</sup> On the other hand, educational research has increasingly explored the use of AI and computer-assisted textual analysis to investigate linguistic patterns and instructional content. Tian et al. demonstrated that such approaches can improve the efficiency and systematicity of analysis, although pedagogical interpretation still requires human involvement.<sup>10</sup>

Similarly, Chew et al. (2023) introduced the concept of LLM-Assisted Content Analysis, demonstrating that large language models can support coding and content analysis processes with a level of

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<sup>6</sup> Kundu, Arnab, and Tripti Bej. "AI in School EFL Learning: A Systematic Review of Impact Pathways for Engagement, Achievement, and Satisfaction." *Journal of Language and Education* 11, no. 4 (December 2025): 131–48. <https://doi.org/10.17323/jle.2025.22083>.

<sup>7</sup> Llmia, Siti Fahimatul, Rizqi Karimatul Khilmi, Cahya Edi Setyawan, and Maskanah Maskanah. "Critical Review of the 2023 Tenth Grade Arabic Textbook for Madrasah Aliyah under Kurikulum Merdeka." *Alsina : Journal of Arabic Studies* 5, no. 2 (August 2023): 231–56. <https://doi.org/10.21580/alsina.5.2.20893>.

<sup>8</sup> Muchsinul Khuluq, Moh. Ainin, Abdul Wahab Rosyidi, and Nurul Imamah. "The Development of Reading Skill Teaching Materials Based on Prezi Artificial Intelligence." *Arabiyatuna: Jurnal Bahasa Arab* 9, no. 1 (June 2025): 327–46.

<sup>9</sup> Amalia, Nabila Nailil, M. Abdul Hamid, Zakiyah Arifa, and Asbarin. "Analysis of the Arabic Language Textbook for Junior High School from the Perspective of the Education, Standards, Curriculum, and Assesment Agency (BSKAP)." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 2024): 243–67. <https://doi.org/10.19105/ajpba.v5i2.13941>.

<sup>10</sup> Tian, Zewei, Min Sun, Alex Liu, Shawon Sarkar, and Jing Liu. "Enhancing Instructional Quality: Leveraging Computer-Assisted Textual Analysis to Generate In-Depth Insights from Educational Artifacts." March 6, 2024. <https://doi.org/10.4337/9781035321544.00019>.

consistency approaching that of human evaluators.<sup>11</sup> This finding was reinforced by Caines et al. (2023), who argued that LLMs hold considerable potential for language learning and assessment, although their pedagogical validity continues to depend on human oversight.<sup>12</sup>

Despite these developments, studies integrating Al-Fawzan's linguistic evaluation framework with AI-assisted analysis in the context of Arabic textbook evaluation remain scarce. Most existing research relies on manual evaluation or conventional content analysis approaches. Therefore, this study seeks to address this gap by integrating Al-Fawzan's framework with a human-AI collaborative analysis approach to evaluate the linguistic dimension of *Durus al-Lughah al-'Arabiyyah li Ghayr al-Natiqin Biha*.

Accordingly, this study aims to evaluate the linguistic dimension of *Durus al-Lughah al-'Arabiyyah li Ghayr al-Natiqin Biha* (Book I) based on Al-Fawzan's evaluation framework while exploring the role of AI as a supporting analytical tool. AI is not positioned as a substitute for human judgment but rather as an analytical assistant that facilitates the identification of linguistic patterns, data organization, and systematic evaluation.

This study is expected to contribute in three ways. Theoretically, it extends the application of Al-Fawzan's framework within the context of AI-assisted instructional material evaluation. Methodologically, it proposes a human–AI collaborative model for Arabic textbook analysis. Practically, it provides insights for researchers, curriculum developers, and textbook authors seeking to leverage AI technologies to enhance the evaluation of Arabic language teaching materials for non-native speakers.

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<sup>11</sup> Chew, Robert, John Bollenbacher, Michael Wenger, Jessica Speer, and Annice Kim. *LLM-Assisted Content Analysis: Using Large Language Models to Support Deductive Coding*. June 23, 2023.

<sup>12</sup> Caines, Andrew, Luca Benedetto, Shiva Taslimipoor, Christopher Davis, Yuan Gao, Oeistein Andersen, Zheng Yuan, et al. *On the Application of Large Language Models for Language Teaching and Assessment Technology*. July 17, 2023.

## Method

### Research Design

This study employed a qualitative content analysis approach to evaluate the linguistic dimension of *Durus al-Lughah al-'Arabiyyah li Ghayr al-Natiqin Biha* (Book I).<sup>13</sup> Qualitative content analysis was selected because it enables the systematic examination of linguistic elements embedded in instructional materials, including vocabulary, grammatical structures, dialogues, reading texts, and language exercises. The study adopted an AI-assisted content analysis approach, in which artificial intelligence was utilized as a supporting tool for identifying, classifying, and organizing linguistic patterns within the data. However, all pedagogical interpretation and final judgments remained the responsibility of the researcher.

### Data Sources and Units of Analysis

The primary data source was *Durus al-Lughah al-'Arabiyyah li Ghayr al-Natiqin Biha* (Book I), a widely used Arabic language textbook for non-native speakers. The units of analysis included vocabulary items, linguistic structures, dialogues, reading texts, and language exercises. These units were selected because they directly represent the linguistic dimension evaluated through Al-Fawzan's framework.

Rather than examining the entire textbook, the study focused on purposively selected samples considered representative of the book's linguistic characteristics. Sample selection was guided by the relevance and representativeness of linguistic features associated with the research objectives.

### Analytical Framework

Data analysis was guided by Abdul Rahman Al-Fawzan's linguistic evaluation framework. This framework served as the primary analytical lens and comprised four criteria: (1) the integration of language elements and language skills; (2) the direct and functional treatment of language elements and skills; (3) the use of Standard Arabic without reliance on intermediary languages; and (4) the use of dialogue as the primary entry point for instructional content. These criteria

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<sup>13</sup> Krippendorff, Klaus. *Content Analysis: An Introduction to Its Methodology*. 2455 Teller Road, Thousand Oaks California 91320 : SAGE Publications, Inc., 2019. <https://doi.org/10.4135/9781071878781>.

functioned as analytical categories for identifying, classifying, and evaluating the findings generated through the content analysis process.

**AI-Assisted Analysis Procedure**

This study employed a human–AI collaborative analysis procedure that combined the pattern-recognition capabilities of artificial intelligence with the pedagogical expertise of the researcher. The approach was intended to enhance analytical rigor while maintaining the validity and contextual relevance of the findings.

To clarify the division of responsibilities between AI and the researcher, the analytical process was structured as presented in Table 1.

Table 1. Division of Roles between AI and the Researcher in the Analysis Process

Analysis Stage	Role of AI	Role of Researcher
Data extraction	Assisting in organizing textual data	Selecting and determining relevant data
Identification of linguistic elements	Identifying vocabulary, linguistic structures, and language patterns	Verifying AI-generated identifications
Pattern detection	Detecting recurring patterns and relationships among linguistic elements	Interpreting pedagogical functions and meanings
Data categorization	Grouping findings based on linguistic characteristics	Mapping findings onto Al-Fawzan’s framework
Evaluation	Providing descriptive analytical outputs	Conducting pedagogical evaluation
Conclusion drawing	Supporting the synthesis of findings	Formulating final conclusions

The analysis began with the identification and extraction of data representing the linguistic dimension of the textbook, including vocabulary, grammatical structures, dialogues, reading texts, and language exercises. The selected data were subsequently processed with AI assistance to identify linguistic features, dominant vocabulary, structural patterns, recurring elements, and relationships among

linguistic components. AI was further employed to detect patterns and regularities within the data, while all outputs were verified by the researcher through direct comparison with the original source material.

Following verification, the findings were categorized according to Al-Fawzan's framework, including the integration of language elements and skills, the direct treatment of language components, the use of Standard Arabic without intermediary language, and the use of dialogue as the primary instructional entry point. Based on these categories, the researcher conducted a pedagogical evaluation to determine the extent to which the material aligned with Al-Fawzan's criteria. Throughout this process, AI functioned as an analytical support tool that enhanced efficiency and systematicity, whereas interpretation, evaluation, and conclusion drawing remained under the researcher's authority.

#### Credibility and Data Validation

To enhance the credibility of the findings, all AI-generated outputs underwent human verification. Linguistic patterns, classifications, and preliminary findings identified by AI were systematically compared with the original data source to ensure accuracy and consistency.

In addition, the study employed an iterative review process throughout the analysis. Data, analytical categories, and emerging findings were repeatedly revisited and refined at each stage of the research. This procedure was intended to minimize classification errors, interpretive bias, and potential AI hallucinations that could affect the quality of the findings.

#### Data Analysis Techniques

Data analysis was conducted in four interconnected stages. The first stage was data familiarization, involving repeated reading and examination of the selected materials to develop a comprehensive understanding of their linguistic characteristics. The second stage was linguistic coding, which involved identifying and categorizing linguistic elements such as vocabulary, grammatical structures, dialogues, and reading texts. AI-assisted coding outputs were subsequently verified by the researcher.

The third stage was category mapping, in which coded data were aligned with the evaluation categories derived from Al-Fawzan's

framework. The fourth stage was interpretive evaluation, involving the interpretation and assessment of findings to determine the extent to which the materials fulfilled each evaluation criterion. Through these stages, the study sought to combine the strengths of AI in systematically detecting linguistic patterns with the researcher's capacity for in-depth pedagogical interpretation, thereby producing a more comprehensive evaluation of the textbook's linguistic quality.

### Results and Discussion

Analysis of the linguistic dimension of *Durus al-Lughah al-'Arabiyyah li Ghayr al-Natiqin Biha* (Book I) revealed varying levels of compliance with Abdul Rahman Al-Fawzan's linguistic evaluation criteria. Overall, the use of Standard Arabic and the presentation of instructional content through dialogue emerged as the most prominent strengths of the textbook. In contrast, the integration of language elements and language skills, as well as the comprehensive treatment of language skills, demonstrated a more moderate level of fulfillment.

Table 2. Summary of Evaluation Results Based on Al-Fawzan's Framework

Evaluation Criterion	Level of Fulfillment
Integration of language elements and language skills	Moderate
Direct treatment of language elements and language skills	Moderate
Use of Standard Arabic without intermediary language	High
Dialogue as the primary instructional entry point	High



Figure 1. Vocabulary Presentation through Visual Media



Figure 2. Vocabulary Use in Simple Dialogues

Analysis of the materials presented in Figures 1 and 2 indicates that vocabulary items such as *باب*, *بيت*, *مسجد*, *كتاب*, *قلم*, and *مفتاح* are introduced through visual media and subsequently reused in simple question-and-answer dialogues. This pattern demonstrates a connection between vocabulary introduction and its application in basic communicative contexts.

With the support of AI, it was identified that the vocabulary introduced in the initial stages consistently reappeared in subsequent dialogue sections. AI also detected strong associations between target vocabulary and demonstrative structures such as *هذا* + noun, as well as interrogative patterns such as *ما هذا؟*. Furthermore, the mapping of linguistic patterns revealed a progression from meaning construction through visual representation to vocabulary use in communicative interaction.

These findings suggest that vocabulary is not presented as an isolated component but is integrated with language structures and basic communicative activities. Nevertheless, the observed integration primarily supports reading and basic speaking skills. Activities explicitly designed to develop listening and writing skills were not sufficiently evident in the analyzed materials. Therefore, the criterion concerning the integration of language elements and language skills can be considered partially fulfilled.

## بَيْتِي

هذا بيتي . بيتي أمام المسجد . بيتي جميل . فيه حديقة صغيرة .  
 هذه غرفتي . فيها نافذة كبيرة ومروحة جميلة . هذا سريري وهذا  
 كرسي وهذا مكتبي . ساعتی وقلمي وكتابي على المكتب . وحقيبتي  
 تحت المكتب . نافذة غرفتي مفتوحة .

Figure 3. Reading Text "Baytī"

Analysis of the reading text *Baytī* indicates that the material directly introduces several linguistic features, including *idāfah* constructions (بيتي، غرفتي), demonstratives (هذه، هذا), and attached pronouns (*damā'ir muttaşilah*). These elements are presented within a coherent text, enabling learners to understand their use in meaningful contexts.

AI-assisted pattern identification revealed the predominance of descriptive structures throughout the text. AI also identified a relatively high frequency of *idāfah* constructions and demonstratives compared to other linguistic structures. In addition, the distribution of linguistic elements suggests that the material is primarily designed to support reading comprehension, while activities promoting productive language skills receive comparatively less emphasis.

These findings indicate that language elements are presented directly and explicitly in accordance with the intended learning objectives. However, the treatment of language skills does not yet encompass all language skills in a balanced manner, as the materials remain largely centered on reading and text comprehension. Accordingly, the criterion concerning the direct treatment of language elements and skills can be categorized as partially fulfilled.

(٦) (أ) أَغْنِيَاءُ . أَصْدِقَاءُ . أَقْوِيَاءُ . أَطِبَّاءُ .  
 (ب) فُقَرَاءُ . وُزَرَآءُ . رُؤْمَلَاءُ . عُلَمَاءُ .  
 (ج) مَسَاجِدُ . مَدَارِسُ . فَنَادِقُ . مَكَاتِبُ . دَقَائِقُ .  
 (د) مَنَادِيلُ . مَفَاتِيحُ . فَنَاجِينُ . كُرَاسِيُ .



Figure 4. Presentation of Broken Plural Forms

Figure 5. Vocabulary Introduction through Visual Media

Analysis of the materials demonstrates the consistent use of Standard Arabic throughout the textbook sections examined. The content is presented without reliance on translation or intermediary languages. Vocabulary and grammatical structures are introduced directly through context, visual illustrations, and examples of use.

As shown in Figure 4, learners are introduced to several broken plural forms, including زملاء، وزراء، فقراء، أطباء، أقوياء، أصدقاء، أغنياء، and علماء, all of which conform to standard Arabic morphological rules. Meanwhile, Figure 5 illustrates how vocabulary meanings are conveyed through visual representations without the aid of translation.

AI analysis of the selected materials confirmed the consistent use of Standard Arabic across the dataset. AI-assisted examination also found no evidence of intermediary language use, direct translation, or code-switching practices that might reduce learners' exposure to the target language. Furthermore, AI identified consistent morphological and syntactic patterns aligned with the norms of Standard Arabic.

These findings indicate strong fulfillment of the criterion requiring the use of Standard Arabic without intermediary language. The direct use of the target language provides learners with opportunities to develop linguistic understanding through meaningful exposure rather than translation-based mediation.

(١٠) الدَّرْسُ الْعَاشِرُ

حامد : مَنْ أَنْتَ ؟  
محمد : أَنَا طَالِبٌ بِالْجَامِعَةِ .  
حامد : أَنْتَ طَالِبٌ جَدِيدٌ ؟  
محمد : نَعَمْ . أَنَا طَالِبٌ جَدِيدٌ .  
حامد : مِنْ أَيْنَ أَنْتَ ؟  
محمد : أَنَا مِنَ الْهِنْدِ .  
حامد : مَا اسْمُكَ ؟  
محمد : اسْمِي مُحَمَّدٌ .  
حامد : وَمِنْ هَذَا الْفَتَى الَّذِي مَعَكَ ؟

Figure 6. Dialogue as a Medium for Content Presentation

Analysis of the dialogue materials indicates that dialogue serves as the primary medium for introducing vocabulary, grammatical

structures, and basic communicative functions. Vocabulary items such as من الهند، جديد، جامعة، طالب، and اسمي are presented through simple conversations that reflect communicative situations relevant to beginning learners.

Through AI-assisted data mapping, dialogue was found to function as the central organizing structure for linguistic content within the textbook. AI detected strong relationships among target vocabulary, basic grammatical structures, and communicative functions embedded in the conversations. In addition, AI identified recurring sentence patterns, short utterances, and consistent question–answer sequences that facilitate gradual language acquisition.

These findings suggest that dialogue functions not merely as a practice activity but as the primary vehicle for presenting linguistic content. Vocabulary and language structures are introduced through meaningful communicative contexts, enabling learners to understand how language is used in authentic situations. Nevertheless, most dialogues remain relatively closed in nature and are largely oriented toward predetermined responses. Therefore, the criterion concerning dialogue as the primary instructional entry point can be considered strongly fulfilled.

Overall, the analysis indicates that *Durus al-Lughah al-'Arabiyyah li Ghayr al-Natiqin Biha* (Book I) demonstrates a substantial degree of alignment with Abdul Rahman Al-Fawzan's linguistic evaluation framework. With AI support, linguistic patterns related to vocabulary repetition, structural distribution, the consistent use of Standard Arabic, and the instructional role of dialogue were identified in a more systematic manner. The findings reveal that the textbook's primary strengths lie in its consistent use of Standard Arabic and its dialogue-based approach to content presentation. At the same time, the integration of language skills and the comprehensive treatment of language skills remain areas that warrant further development.

## Discussion

The findings indicate that *Durus al-Lughah al-'Arabiyyah li Ghayr al-Natiqin Biha* (Book I) generally demonstrates a substantial degree of alignment with Abdul Rahman Al-Fawzan's linguistic evaluation framework. However, the level of fulfillment varies across the evaluation criteria. The use of Standard Arabic and the employment of

dialogue as the primary medium of instruction exhibit strong alignment with the framework, whereas the integration of language elements and language skills, as well as the comprehensive treatment of language skills, reveal certain limitations. These findings suggest that the linguistic quality of a textbook is determined not only by the accuracy of its linguistic content but also by the extent to which linguistic elements are organized to support the holistic development of language competence.<sup>14</sup>

One of the textbook's major strengths lies in its consistent use of Standard Arabic as the language of instruction. All analyzed materials employ linguistic forms that conform to the norms of Standard Arabic without relying on intermediary languages. This finding is consistent with Al-Fawzan's view that the use of Standard Arabic constitutes a fundamental principle in developing instructional materials for non-native speakers.<sup>15</sup> From this perspective, greater exposure to the target language increases learners' opportunities to develop linguistic competence directly rather than through translation. Consequently, the consistent use of Standard Arabic in the textbook can be viewed as an effort to create a learning environment that supports more natural language acquisition.<sup>16</sup>

This finding is closely related to the role of dialogue as the primary entry point for content presentation. The analysis revealed that most vocabulary items and grammatical structures are introduced through simple communicative contexts that are accessible to beginning learners. Dialogue functions not only as a practice activity but also as the primary medium for introducing basic communicative functions.<sup>17</sup> From a communicative language teaching perspective, presenting language through meaningful communicative contexts enables learners to

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<sup>14</sup> Mo, Junhua, and Peng Bi. "Evaluation of Vocabulary Use in EFL Textbooks: Evidence From Curriculum Words." *English Teaching & Learning* 49, no. 1 (March 2025): 1–16. <https://doi.org/10.1007/s42321-024-00170-3>.

<sup>15</sup> Ibrahim Al-Fawzan, I'dād Mawād Ta'lim al-Lughah al-'Arabiyyah li Ghayr al-Nāṭiqīn Bihā.

<sup>16</sup> Perrin, Raphaël, and Anita Thomas. "Evaluating L2 Textbook Input for Grammar Learning: From Research Findings to Operationalized Evaluation Criteria." *Research Methods in Applied Linguistics* 4, no. 3 (December 2025): 100213. <https://doi.org/10.1016/j.rmal.2025.100213>.

<sup>17</sup> Chauhan, Siddharth, and Sanjukta Ghosh. "Evaluation of Indian Primary Level English Language Textbook Using the Checklist Method: Teachers' Perspective." *Theory and Practice in Language Studies* 15, no. 7 (July 2025): 2125–33. <https://doi.org/10.17507/tpls.1507.04>.

understand the relationship between linguistic forms and their functions in real-life situations.<sup>18</sup> Therefore, the use of dialogue in the textbook contributes not only to the acquisition of linguistic elements but also to the development of learners' awareness of language use in broader social contexts.

Despite these strengths, the findings also indicate that the integration of language elements and language skills remains incomplete. Although vocabulary introduced through visual media and dialogues is connected to communicative activities, this integration primarily supports reading and basic speaking skills. Listening and writing receive considerably less attention in the analyzed materials. As a result, the learning process promoted by the textbook tends to emphasize language comprehension and reproduction rather than the balanced development of all language skills.

A similar pattern is evident in the direct treatment of language elements and skills. Although various grammatical structures are explicitly introduced through texts and dialogues, opportunities for learners to engage in productive language use remain limited. This suggests that the effective presentation of linguistic content does not necessarily guarantee the availability of activities that transform linguistic knowledge into active language use. Contemporary language learning theories emphasize that vocabulary and grammatical knowledge require not only exposure and comprehension but also meaningful opportunities for language production.<sup>19</sup> Consequently, activities that encourage learners to speak and write independently should be considered an essential component of instructional material development.<sup>20</sup>

These findings are broadly consistent with previous studies indicating that many Arabic language textbooks excel in the systematic presentation of linguistic elements while continuing to face challenges in

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<sup>18</sup> Soe, Thiri. "Investigating Critical Thinking in ELT Textbooks: A Systematic Literature Review of Textbook Evaluation Studies." *Theory and Practice of Second Language Acquisition* 10, no. 1 (March 2024): 1–29. <https://doi.org/10.31261/TAPSLA.13882>.

<sup>19</sup> Alshumaimeri, Yousif, and Turki Alharbi. "English Textbook Evaluation: A Saudi EFL Teacher's Perspective." *Frontiers in Education* 9 (November 2024). <https://doi.org/10.3389/educ.2024.1479735>.

<sup>20</sup> Arkan, Zeynep. "Evaluation of Listening Activities in Arabic Language Teaching Textbooks Used in Turkey in Light of the CEFR Criteria." *Asian-Pacific Journal of Second and Foreign Language Education* 11, no. 1 (February 2026): 10. <https://doi.org/10.1186/s40862-025-00366-5>.

achieving balanced integration across language skills.<sup>21</sup> In many cases, vocabulary and grammar instruction receive greater emphasis than the development of productive skills.<sup>22</sup> The present findings therefore reinforce the view that the linguistic quality of a textbook should be assessed not only in terms of linguistic accuracy but also in terms of its capacity to create learning experiences that promote active language use.

Beyond its findings regarding textbook quality, this study also offers insights into the application of artificial intelligence in Arabic textbook evaluation. With AI support, linguistic patterns such as vocabulary repetition, structural distribution, relationships among linguistic elements, and the consistency of Standard Arabic usage could be identified more systematically. This process enabled a more efficient analysis and provided a broader understanding of the linguistic characteristics of the instructional materials. In this context, AI served as a tool for data exploration and facilitated the identification of patterns that might be difficult to detect through manual analysis alone.<sup>23</sup>

Nevertheless, the study also highlights the limitations of AI in conducting pedagogical evaluation. While AI can effectively identify linguistic patterns and relationships, it cannot independently determine whether a learning activity is appropriate for learners' needs, whether the level of difficulty is pedagogically suitable, or whether particular materials effectively foster communicative competence. Such judgments continue to require the academic expertise, theoretical knowledge, and contextual understanding of human researchers.

These findings suggest that the relationship between AI and the researcher in textbook evaluation is complementary rather than substitutive. AI contributes to pattern recognition, data organization, and linguistic exploration, whereas the researcher remains responsible for interpretation, evaluation, and conclusion drawing within an established theoretical framework. The principal strength of this approach therefore

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<sup>21</sup> Ackermann, Tanja. "Direktive Sprechakte in frühneuzeitlichen Fremdsprachenlehrwerken: Eine datenbasierte Evaluation von Lehrwerksdialogen als Quelle für die Historische Pragmatik" *Beiträge zur Geschichte der deutschen Sprache und Literatur*, vol. 145, no. 1, 2023, pp. 35-79. <https://doi.org/10.1515/bgsl-2023-0002>

<sup>22</sup> Li, Yaxiong, Ramiza Haji Darmi, and Yap Ngee Thai. "Systematic Literature Review on Evaluation of English Language Textbooks: A Decade of Research." *World Journal of English Language* 15, no. 3 (December 2024): 65. <https://doi.org/10.5430/wjel.v15n3p65>.

<sup>23</sup> Wayne Holmes, Maya Bialik, and Maya Bialik. *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning*. Boston: Center for Curriculum Redesign, 2019.

lies in the combination of AI's computational capabilities and human interpretive expertise. Such a collaborative approach enhances the systematicity of evaluation while preserving the depth of analysis that characterizes educational and language research.

Taken together, the findings provide not only an evaluation of the linguistic quality of *Durus al-Lughah al-'Arabiyyah li Ghayr al-Natiqin Biha* (Book I) but also a methodological contribution to Arabic textbook evaluation. The integration of Al-Fawzan's evaluation framework with AI-assisted analysis demonstrates that artificial intelligence can strengthen textbook evaluation procedures without diminishing the central role of the researcher as the primary evaluator. Accordingly, this study contributes both to the field of Arabic textbook evaluation and to broader discussions on the use of artificial intelligence in language education research.

## **Conclusion**

This study aimed to evaluate the linguistic dimension of *Durus al-Lughah al-'Arabiyyah li Ghayr al-Natiqin Biha* (Book I) based on Abdul Rahman Al-Fawzan's evaluation framework while exploring the role of artificial intelligence in supporting the evaluation process. The findings indicate that the textbook generally fulfills Al-Fawzan's linguistic criteria, although the degree of fulfillment varies across dimensions. The use of Standard Arabic without intermediary language and the employment of dialogue as the primary instructional entry point demonstrated a high level of alignment with the framework. In contrast, the integration of language elements and language skills, as well as the comprehensive treatment of language skills, were only partially achieved, as they remained concentrated on specific skills and did not fully support the balanced development of all language competencies. Furthermore, the study demonstrates that AI can facilitate the systematic identification of linguistic patterns, relationships among language elements, and characteristics of content presentation, thereby enhancing the efficiency of textbook evaluation.

These findings suggest that the integration of AI into Arabic textbook evaluation holds considerable potential for strengthening content analysis, particularly in identifying complex and distributed linguistic patterns within instructional materials. Theoretically, this study extends the application of Al-Fawzan's framework within the context of technology-assisted evaluation, while methodologically proposing a collaborative model that combines AI-assisted analysis with human expertise. Nevertheless, the study is limited to selected materials from a single textbook and focuses exclusively on the linguistic dimension. Future research is therefore encouraged to examine entire textbook series, compare multiple Arabic language textbooks, or incorporate additional dimensions such as pedagogical, cultural, and instructional design aspects. Further exploration of diverse AI models is also recommended to provide a more comprehensive understanding of the contribution of artificial intelligence to Arabic language textbook evaluation.

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