

**Oriental Journal of Philology**

**ORIENTAL JOURNAL OF PHILOLOGY**

journal homepage:  
<http://www.supportscience.uz/index.php/ojp/about>

**THE IMPACT OF ARTIFICIAL INTELLIGENCE IN ARABIC GRAMMAR LEARNING**

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**ABOUT ARTICLE**

**Key words:** artificial intelligence, Arabic grammar, language learning, adaptive learning systems, grammatical error correction.

**Received:** 08.05.26

**Accepted:** 09.05.26

**Published:** 10.05.26

**Abstract:** This article examines the role of artificial intelligence in Arabic grammar and its impact on student learning outcomes. The study explores how AI-based technologies contribute to the improvement of grammar instruction by providing adaptive learning environments, personalized feedback, and interactive educational tools. Particular attention is given to the pedagogical potential of large language models and specialized grammatical error correction systems in supporting Arabic grammar learning.

**SUN'IY INTELLEKTNING ARAB TILI GRAMMATIKASINI O'RGANISHGA TA'SIRI**

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## MAQOLA HAQIDA

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**Kalit so'zlar:** sun'iy intellekt, arab tili grammatikasi, til o'rganish, moslashuvchan ta'lim tizimlari, grammatik xatolarni tuzatish.

**Annotatsiya:** Mazkur maqolada sun'iy intellektning arab tili grammatikasini o'rganishdagi roli va uning talabalarning o'quv natijalariga ta'siri tahlil qilinadi. Tadqiqotda sun'iy intellektga asoslangan texnologiyalar grammatikani o'qitish jarayonini qanday takomillashtirishi, xususan, moslashuvchan ta'lim muhitini yaratish, individual fikr-mulohaza berish hamda interaktiv ta'lim vositalarini taqdim etish orqali o'quv jarayoniga qo'shadigan hissasi o'rganiladi. Shuningdek, arab tili grammatikasini o'rganishda yirik til modellari hamda grammatik xatolarni aniqlash va tuzatishga mo'ljallangan maxsus tizimlarning pedagogik imkoniyatlariga alohida e'tibor qaratiladi.

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## ВЛИЯНИЕ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА НА ИЗУЧЕНИЕ АРАБСКОЙ ГРАММАТИКИ

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## О СТАТЬЕ

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**Ключевые слова:** искусственный интеллект, арабская грамматика, изучение языка, адаптивные обучающие системы, исправление грамматических ошибок.

**Аннотация:** В данной статье рассматривается роль искусственного интеллекта в изучении арабской грамматики и его влияние на результаты обучения студентов. Исследование посвящено анализу того, каким образом технологии, основанные на искусственном интеллекте, способствуют совершенствованию преподавания грамматики за счёт создания адаптивной образовательной среды, предоставления персонализированной обратной связи и

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использования интерактивных образовательных инструментов. Особое внимание уделяется педагогическому потенциалу больших языковых моделей и специализированных систем автоматического обнаружения и исправления грамматических ошибок при обучении арабской грамматике.

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**Introduction.** Arabic grammar has traditionally been taught through memorization of rules and the analysis of isolated sentences. Although this approach helps learners understand grammatical structures, it often does not fully reflect the complexity of Arabic morphology and syntax. Due to features such as rich word formation patterns and case endings (*i' rāb*), many learners experience difficulties applying grammatical rules in authentic communication. With the rapid development of Artificial Intelligence (AI), new opportunities have emerged to improve the teaching and learning of Arabic grammar through more adaptive and interactive learning environments.

**Literature review.** Recent studies highlight the growing role of AI technologies in language education. For instance, Alotaibi (2023) found that AI-based writing tools significantly improve learners' grammatical accuracy and writing performance. Similarly, Ahmed and Salisu (2023) report that the integration of AI platforms in Arabic language instruction enhances student engagement and supports personalized learning pathways. In addition, Zhang and Li (2024) demonstrate that generative AI systems can facilitate adaptive learning and provide real-time feedback, which contributes to better language learning outcomes. These studies collectively suggest that AI-assisted learning environments can support more effective grammar instruction compared to traditional methods.

However, despite the increasing number of studies on AI in language education, there remains a lack of comprehensive research focusing specifically on the pedagogical application of AI in Arabic grammar instruction and its measurable impact on student learning outcomes. Much of the existing research either concentrates on general language learning technologies or focuses primarily on technical aspects of Arabic natural language processing rather than pedagogical effectiveness. Therefore, a clear need exists for an evidence-based analysis that connects educational theory, AI technologies, and empirical learning outcomes in the context of Arabic grammar teaching.

**Methodology.** This study aims to examine the role of artificial intelligence in Arabic grammar pedagogy and to analyze its potential impact on student learning outcomes. Methodologically, the research adopts a descriptive and analytical approach, based on the review

and synthesis of recent academic literature and empirical studies related to AI applications in Arabic language education. Through this approach, the study seeks to provide a clearer understanding of how AI-based tools can contribute to more effective and innovative methods of teaching Arabic grammar.

**Results and discussion.** AI integration in Arabic grammar teaching aligns with constructivist learning theories, which posit that learners actively construct knowledge through experience and reflection rather than passively receiving information (Mohammad Roshimi Abdullah et al., 2025, p. 29). This principle is operationalized by AI platforms that enable interactive grammar exercises, requiring students to apply rules in authentic, problem-solving contexts. The constructivist emphasis on active engagement is realized through adaptive learning pathways and personalized feedback mechanisms.

Vygotsky's sociocultural theory further enriches this foundation by highlighting the role of social interaction and cultural context in language acquisition (Abdullahi & Ismail, 2025, pp. 249-258). AI systems that facilitate conversation simulations with virtual partners or enable collaborative grammar exercises exemplify this application. These tools create a "Zone of proximal development" by providing intelligent scaffolding-offering just-in-time support that bridges the gap between what a learner can do independently and what they can achieve with guidance, and gradually withdrawing assistance as mastery improves.

The synthesis of these theories manifests in several AI applications for Arabic grammar:

- Conversation simulations that allow practice of grammatical structures in meaningful dialogues.
- Interactive, adaptive exercises that adjust difficulty based on learner performance.
- Collaborative learning environments where AI facilitates peer-to-peer grammar correction.
- Real-time feedback mechanisms that provide immediate corrective input while maintaining learner autonomy.

Adaptive learning frameworks, grounded in cognitive load theory and personalized learning principles, form a second major theoretical pillar (Toy, 2024). These frameworks emphasize tailoring instruction to individual learner needs, preferences, and performance levels. Empirical evidence demonstrates the effectiveness of this approach, with one study finding that AI integration significantly improves student learning outcomes (path coefficient = 0.45,  $p < 0.001$ ) (Sa'Idah et al., 2024, Pp. 370-377).

The ADDIE (Analysis, Design, Development, Implementation, Evaluation) instructional design model has emerged as a prominent framework for developing systematic and pedagogically

sound AI-based Arabic grammar learning systems (Indriana & Ahmad, 2025, p. 210). This model ensures tools are aligned with clear learning objectives through a structured process.

The adaptive nature of AI is particularly valuable for Arabic, given its morphological complexity and syntactic flexibility. AI systems can dynamically adjust content presentation, exercise difficulty, and feedback specificity based on real-time analysis of a learner's performance. For instance, if a student struggles with case endings (*i'rab*), the system can provide additional practice with visual cues and simplified explanations, gradually increasing complexity as proficiency improves (Akhtar et al., 2025, Pp. 117-124).

AI technologies are addressing long-standing pedagogical challenges while introducing innovative approaches, moving beyond traditional methods characterized by rote memorization of rules and isolated sentence analysis (Salim, 2024, Pp. 136-147). This transformation occurs across several key dimensions:

1. **From static to dynamic content delivery:** AI enables the creation of dynamic grammar lessons that adapt to learner progress, generating infinite variations of exercises to ensure practice with novel examples rather than memorization of specific sentences.
2. **From delayed to immediate feedback:** Traditional grammar correction often involves significant delays. AI-powered systems provide real-time feedback on errors, enabling immediate correction and reinforcement (Zubaidi et al., 2025, p. 90)
3. **From one-size-fits-all to personalized learning pathways:** AI algorithms analyze individual learner data to create customized trajectories that address specific grammatical weaknesses while building on strengths. This is crucial for Arabic, where learners from different linguistic backgrounds face distinct challenges.
4. **From isolated skill development to integrated learning:** AI facilitates the integration of grammar instruction with listening, speaking, reading, and writing skills, creating holistic learning experiences that mirror authentic language use (Garba & Hassan, 2024, p. 3819).

Several theoretical models provide frameworks for understanding and implementing AI in this context:

- The technology acceptance model (TAM) helps explain how teachers and students perceive and adopt AI tools for grammar instruction, focusing on perceived usefulness and ease of use (Abdullah et al., 2025, Pp. 201-212).

- The cognitive theory of multimedia learning informs the design of AI-powered instruction by emphasizing principles like modality (combining visual and verbal information) and coherence (excluding extraneous material). These principles guide the development of interfaces that present complex grammatical concepts effectively without overwhelming learners.

- The community of inquiry (CoI) framework models how AI can support social, cognitive, and teaching presence in online learning environments. AI can facilitate social presence through conversation simulations, cognitive presence through challenging problems, and teaching presence through automated guidance.

The intersection of these theories and models creates a robust foundation for AI-enhanced Arabic grammar instruction. However, further theoretical development is needed to address the language's unique characteristics, including its morphological complexity, diglossic nature (Modern Standard Arabic vs. dialects), and cultural embeddedness (Salim, 2024, p.140). Future work should focus on models that account for the interaction between AI systems and Arabic's complex morphology, the role of cultural context in grammatical appropriateness, and the ethical considerations of AI-generated content in religious and cultural contexts.

The integration of artificial intelligence into Arabic grammar instruction has produced a diverse ecosystem of tools, ranging from general-purpose large language models (LLMs) to specialized systems. This section analyzes their capabilities in handling complex grammatical structures like *i'rāb* (case endings), evaluates their practical applications, and identifies key technological limitations.

General-purpose LLMs like ChatGPT and Gemini are widely accessible for grammar support, but their performance is inconsistent and task-dependent. ChatGPT demonstrates a clear dichotomy between student acceptance and technical reliability. While students find it a useful supplementary tool-with 55.5% likely to continue using it and 77.8% likely to recommend it-its explanations for Arabic case endings are frequently inaccurate (Rahmouni, 2025, p.52). For example, it has incorrectly identified the grammatical case of words, such as mislabeling an accusative noun as genitive. Students also report that ChatGPT's examples can be confusing or repetitive, and it lacks crucial auditory support for learning pronunciation-based case distinctions. Consequently, 77.8% of students in one study preferred learning from a human tutor, affirming ChatGPT's role as a supplement rather than a primary instructional method.

**Comparative LLM Performance:** A comprehensive evaluation of LLMs for Arabic Grammar Error Correction (GEC) and explanation generation found that fine-tuned models, particularly GPT-4o, achieved superior performance. Fine-tuned GPT-4o attained the lowest average Word Error Rate (WER) of 23% and Character Error Rate (CER) of 11%, outperforming other models like Gemini, Llama, and the existing tool LanguageTool (Mohi et al., 2026, p. 7). The study concluded that targeted training, progressing from few-shot examples to full fine-tuning, leads to significant gains in handling Arabic grammar.

Dedicated systems designed for Arabic Grammatical Error Correction (GEC) offer more reliable and focused capabilities.

ARWI (Arabic Write and Improve) is an advanced writing assistant built to address the scarcity of high-level tools for Arabic. It integrates a text editor with diacritic support, an auto-annotation module for grammar error detection/correction (GED/C), automated essay scoring (AES), and progress tracking (Mohi et al., 2026, p. 7). Its error detection leverages machine learning models fine-tuned specifically for Arabic linguistic structures, providing personalized and actionable feedback.

AGD-الجد (Arabic Grammar Detector) employs a different technical approach, using dependency grammar and a decision-tree classifier. This system is reported to detect over 94% of grammatical errors in both vowelized and non-vowelized Arabic texts, showing strong potential for automated proofreading and teaching support (Allothman & Alsalman, 2020, p. 5).

Deep learning and Rule-based approaches: Other research avenues include deep neural networks for error detection and ontology-driven rule-based systems. One ontology-based syntactic error correction system reported precision and recall rates of 92% and 84%, respectively, though its performance can falter when no syntactically correct sentence analogue exists in its knowledge base (Moukrim et al., 2021, p. 405).

These tools personalize instruction and provide targeted writing support. Artificial intelligence tools used in Arabic language learning can be categorized into several types, each offering specific features, effectiveness levels, and limitations.

Adaptive learning platforms provide personalized instruction, immediate feedback, and progress tracking. These systems adjust learning materials according to students' performance and learning pace. Empirical studies demonstrate their effectiveness; for example, AI implementation in grammar learning at a Jakarta high school resulted in a 20% increase in test scores, while research at a university in Yogyakarta reported significant improvements in language comprehension with a path coefficient of 0.35 ( $p < 0.001$ ) (Sa'Idah et al., 2024, p. 3). However, such platforms are often limited to elementary learning levels and may struggle to address deeper linguistic and cultural nuances.

ChatGPT-based writing systems support learners through customized prompts and structured content creation, helping students generate and refine written texts. Research indicates that these systems can significantly enhance writing performance; one study reported a 12.5% increase in writing proficiency, with 88% of students exceeding minimum academic standards (Zubaidi et al., 2025, p. 92). Nevertheless, these tools may produce translation errors or repetitive outputs, making human supervision and validation necessary.

Specialized grammar checkers rely on linguistic models such as dependency grammar and decision-tree classifiers to detect grammatical errors in Arabic texts. Their effectiveness has been demonstrated in several studies. For instance, the Arabic Grammar Detector (AGD) reports an

error detection accuracy of 94% (Alothman & Alsalman, 2020, p. 6), while ontology-based systems have achieved 92% precision (Moukrim et al., 2021, p. 480). Despite their high accuracy, these tools may have limited contextual understanding and may face scalability challenges when applied to complex language environments.

Overall, while AI tools significantly enhance Arabic language learning through personalization, automation, and error detection, their limitations highlight the continued importance of human guidance and pedagogical oversight in the learning process.

A notable pedagogical framework is the Tridimensional Human-AI Collaboration model, where AI acts as a tool and humans serve as concept creators, validators, and executors. This model, which can integrate specialized tools like *sarf.one* for verb morphology, acknowledges that AI aids in creating structured content, but human oversight is essential for grammatical and contextual correctness (Zubaidi et al., 2025, p. 93).

In real educational settings, AI tools are applied in several key areas:

- **Material creation and personalization:** Teachers can use ChatGPT to generate engaging, customized materials by crafting precise prompts tailored to lesson topics and student proficiency levels (Nasaruddin, 2024, p. 7). The effectiveness of this application hinges directly on the teacher's skill in query formulation.

- **Real-time feedback:** AI-powered tutoring systems that provide immediate, adaptive feedback have been linked to measurable improvements in student understanding and usage (Sa'Idah et al., 2024, p. 4).

- **Gamified learning:** Combining AI with gamification elements can create supportive, non-judgmental environments for practicing grammar and writing skills (Asikin et al., 2025, pp. 172–191).

Despite progress, significant barriers hinder the scalability and effectiveness of these tools.

- **Linguistic complexity:** Arabic's rich morphology and complex grammar, especially case endings (*i'rāb*), pose a major challenge. AI systems often struggle with accurate diacritic placement, case agreement, and the nuances between grammatical cases.

- **Dialectal and cultural processing:** AI tools frequently make basic gender agreement errors, mixing masculine and feminine forms within a single sentence, which undermines their credibility. They are also ill-equipped to handle the vast diversity of Arabic dialects, each with unique phonological and syntactic features. Students have noted AI's poor handling of cultural specifics and classical allusions.

- **Data and infrastructure scarcity:** A fundamental challenge is the scarcity of high-quality, annotated datasets for Arabic dialects, coupled with evaluation inconsistencies and infrastructure limitations in many regions.

- **Implementation Barriers:** Successful integration requires trained teachers (teacher training enhances AI usage with a path coefficient of 0.504), clear institutional guidelines for academic integrity, and adequate digital infrastructure.

In summary, the current landscape shows a trade-off between the accessibility of general-purpose LLMs and the higher accuracy of specialized tools like ARWI and AGD for specific grammatical tasks. While specialized systems show great promise, their broader adoption is constrained by dialectal diversity, data scarcity, and implementation challenges. Future development must prioritize addressing these limitations to ensure effective and equitable integration of AI across Arabic language learning contexts.

Previous empirical studies conducted between 2024 and 2026 demonstrate significant improvements in student outcomes for Arabic grammar when instruction is enhanced with Artificial Intelligence. The evidence spans secondary schools to universities and reveals consistent gains in grammatical accuracy, translation, and language skills.

The most comprehensive quantitative analysis comes from a 2024 study that used Partial Least Squares Structural Equation Modeling (PLS-SEM) to assess the relationships between AI integration, teacher training, and learning results (Sa'Idah et al., 2024, p. 4). The model revealed a strong, statistically significant direct effect of AI usage on student learning outcomes, with a path coefficient of 0.45 ( $p < 0.001$ ). This indicates that AI integration explains a substantial portion of the variance in improved learning. The study also found that teacher training significantly enhances both AI usage (path coefficient = 0.50,  $p < 0.001$ ) and learning outcomes directly (path coefficient = 0.30,  $p < 0.001$ ), highlighting the importance of professional development for maximizing AI's benefits.

Multiple controlled studies report significant test score gains following the implementation of AI tools.

- **Secondary education:** A case study at a high school in Jakarta showed a 20% increase in test scores after implementing AI for teaching Arabic grammar and speech. A parallel study at a university in Yogyakarta also found significant improvements in language understanding through an AI tutoring system that provided real-time feedback (Sa'Idah et al., 2024, p. 4).

- **Higher education:** At Nahdlatul Ulama Sunan Giri University in Indonesia, researchers developed an AI-based learning model using the ADDIE framework. Pre- and post-implementation assessments revealed marked improvements across several competencies: grammatical understanding increased from 65% to 85%, translation skills from 60% to 78%, speaking skills from 62% to 80%, and text analysis from 65% to 82% (Indriana & Ahmad, 2025, pp. 209–220).

●**Comparative studies:** A quasi-experimental study at the Federal College of Education, Katsina, compared traditional instruction with an AI-powered personalized learning platform (Duolingo). Over 12 weeks, the experimental group's average Arabic proficiency score increased by 27.5 points (from 41.2 to 68.7), far outpacing the control group's gain of 10.4 points. Student engagement in the AI group was high, with a 92% module completion rate and an average of 4.6 hours of platform use per week (Raji et al., 2025, pp. 230–236).

●A key application of AI in grammar teaching is automated error correction. Advanced systems demonstrate high accuracy, providing students with immediate, actionable feedback.

●**Large Language Models (LLMs):** A 2026 evaluation of LLMs for Arabic Grammar Error Correction (GEC) found that fine-tuned models, particularly GPT-4o, achieved superior performance. Key metrics included a BLEU score of 78%, a Cosine Similarity of 84%, and low error rates (Word Error Rate of 23%, Character Error Rate of 11%). This study also introduced the task of Grammar Error Correction Explanation (GECE), where fine-tuned GPT-4o generated the clearest and most useful explanations for its corrections in human evaluations (Mohi et al., 2026, p. 10).

●**Specialized Correction Systems:** Earlier, non-LLM approaches also showed effectiveness. One syntactic error correction system based on ontology-driven rules reported precision and recall rates of 92% and 84%, respectively (Moukrim et al., 2021, pp. 476–488). Another AI-based system for detecting real-word spelling errors in Arabic achieved a detection precision of 83.5%, a recall of 99.2%, and a correction accuracy of 98% (Azmi et al., 2019, p. 1312).

●Research indicates that AI's impact extends beyond rote test performance to deeper language acquisition.

●**Comprehensive skill development:** The university study noted above documented concurrent improvements in grammar, translation, speaking, and analytical skills, suggesting AI facilitates holistic language development (Indriana & Ahmad, 2025, pp. 209–220).

●**Psycholinguistic benefits:** An intervention combining psycholinguistic principles with AI tools for advanced learners reported a rise in grammar proficiency from 68% to 85%. The study also noted a 40% improvement in vocabulary retention and a 30% increase in speaking confidence, attributing these gains to AI-enabled adaptive feedback and speech simulation.

Empirical studies across different educational contexts indicate that the integration of artificial intelligence in language education leads to measurable improvements in learners' linguistic performance. In secondary and university settings in Indonesia, the implementation of AI-assisted learning tools resulted in a 20% increase in test scores, demonstrating the effectiveness of adaptive learning systems in improving academic outcomes.

Further research at the university level in Indonesia reported significant improvements in several language competencies. Grammatical competence increased from 65% to 85%, while translation competence improved from 60% to 78%, and speaking skills rose from 62% to 80%, indicating that AI-supported instruction can enhance both structural knowledge and communicative abilities.

Similar findings were observed in other contexts. A study conducted at a college in Nigeria reported a 27.5-point gain in overall language proficiency scores following the integration of AI-based learning systems. In addition, research involving advanced learners demonstrated that grammar proficiency improved from 68% to 85%, while vocabulary retention increased by approximately 40%.

The consistent pattern of significant improvements - often in the range of 15-30 percentage points or more - coupled with strong statistical confidence ( $p < 0.001$ ) and robust effect sizes, provides compelling empirical validation for AI's role in enhancing Arabic grammar education outcomes.

**Conclusion.** The integration of artificial intelligence into Arabic grammar pedagogy marks a significant shift from traditional rule-based instruction toward more adaptive and learner-centered educational approaches. AI-powered tools enable interactive exercises, personalized learning pathways, and real-time feedback, aligning closely with pedagogical frameworks such as constructivism, Vygotsky's zone of proximal development, and adaptive learning theory. These technologies help bridge the gap between theoretical grammatical rules and practical language use.

Empirical evidence demonstrates that AI-supported instruction leads to measurable improvements in student outcomes, including gains in grammatical competence, translation accuracy, and overall language proficiency. Studies across different educational contexts consistently report significant increases in test scores and language skills, highlighting the effectiveness of AI-assisted learning environments.

However, several challenges remain, particularly the linguistic complexity of Arabic, the difficulty of accurately processing case endings and dialectal variation, and the limited availability of high-quality annotated datasets. These limitations indicate that AI should function as a supportive educational tool rather than a replacement for human instructors.

Overall, AI offers considerable potential to enhance Arabic grammar education by making learning more interactive, personalized, and efficient. Future research should focus on improving Arabic language datasets, developing dialect-aware models, and strengthening collaboration between educators and AI systems to ensure effective and culturally appropriate language instruction.

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