Difficulties In Learning Arabic Among Fast Track Students And Implications For The Development Of Responsive Learning Modules

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Abstract
This study examines the direct implications of the need to develop a more effective and responsive Arabic Language teaching and learning module design for Fast Track SPM program students. The design of a module should be based on an analysis of student needs, language proficiency levels and clear and measurable learning objectives. This quantitative study with a survey design involves 251 respondents from five Fast Track SPM program institutions. Purposive sampling was used and the research instrument was a questionnaire that was analyzed descriptively and correlatively. The findings indicate that there are several issues faced by students in learning Arabic, including not knowing the answer format, lack of vocabulary, not understanding the question requirements and insufficient practice. Additionally, the findings indicate that 74.1% of students face a high level of difficulty in learning Arabic (M = 4.136), while 96.0% express a high need for specific modules (M = 4.566). Correlation analysis shows a significant positive relationship between the level of difficulty and the need for the module ($r = 0.258$, $p < 0.001$). The regression analysis shows 35.1% ($R^2 = 0.351$). This analysis shows that the need for the Arabic language module (Y) is only influenced by two variables, namely the content factor of the Arabic language module (X2) and the difficulty of learning Arabic (X3). Overall, the study findings indicate the need for the development of a specific and systematic Arabic language module to support the mastery of vocabulary, grammar and communication skills of Fast Track SPM students.
Keywords: Module; Fast Track; Arabic Language

INTRODUCTION
Teaching and learning (T&L) Arabic is an educational process aimed at enabling students to master four language skills: listening, speaking, reading and writing in an integrated manner. Arabic holds a significant position as the language of knowledge, the language of international communication and the language of the Quran (Amar, 2023). Therefore, mastering it in the education system requires a planned, systematic approach that aligns with the needs of the students. However, learning Arabic often faces various difficulties. Challenges include restricted vocabulary acquisition, difficulties in comprehending grammatical structures such as syntax and morphology and contrasts between Arabic and students' native language systems (Almelhes, 2024). These difficulties are further intensified in teacher-centered learning environments that place excessive emphasis on rote memorization rather than practical language use. Moreover,

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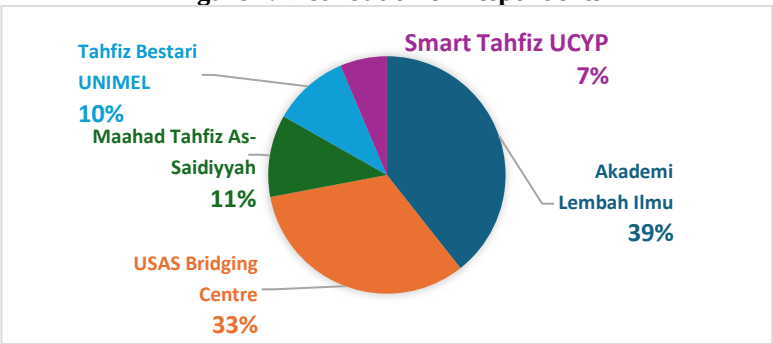
factors such as students' motivation, self-confidence and the limited availability of engaging learning materials also influence the overall effectiveness of Arabic language learning.

In this regard, it has direct implications for the need to develop a more effective and responsive Arabic language T&L module design. An effective module design should consider a thorough analysis of students' needs, their language proficiency levels and well-defined, measurable learning objectives (Maimaiti & Hew, 2025). Additionally, the module should be organized in a scaffolded format, incorporating pre-learning, during-learning and post-learning activities to facilitate the systematic development of students' understanding. In addition, the elements of module design should include a student-centered learning approach, the use of authentic and contextual materials, interactive activities that encourage communication, as well as reinforcement exercises and formative assessments. With a well-structured module design based on language learning theory, the challenges and difficulties in Arabic language teaching and learning can be addressed more strategically and effectively.

METHOD

This study is a quantitative study using a survey research design. The population of this study is homogeneous, consisting of individuals from the same background, specifically students who have graduated from *tahfiz* and are enrolled in the Fast Track SPM program. The purposive sampling approach was used because it allows for the selection of respondents specifically based on certain criteria set by the researcher. All respondents have the same background, which is Fast Track SPM students who take Arabic language subjects in the Malaysian Certificate of Education (SPM). It involves 251 respondents from five institutions that offer this Fast Track SPM program. The institutions involved are Akademi Lembah Ilmu, USAS Bridging Center, Maahad Tahfiz As-Saidiyyah, Tahfiz Bestari Universiti Islam Melaka and Smart Tahfiz UCYP. The research instrument used is a questionnaire. The findings obtained from the set of questionnaires are described and presented descriptively and correlatively using frequency values, percentages, means and standard deviations. Figure 1 shows the details of the respondents.

Figure 1. Distribution of Respondents



Source: 2025 Survey Data

The highest percentage of respondents came from the Akademi Lembah Ilmu, 99 people (39%) and followed by the USAS Bridging Center, 82 people (33%). Meanwhile, the remaining respondents consisted of students from Maahad Tahfiz As-Saidiyyah (11%), Tahfiz Bestari UNIMEL (10%), and Smart Tahfiz UCYP (7%).

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Learning Arabic, especially among non-native speakers, faces various challenges involving linguistic, pedagogical and learning context aspects. One of the main difficulties for students is mastering the grammatical structure. Learning and teaching Arabic grammar to non-native speakers face obstacles due to differences in language structure and the lack of a language environment that supports natural language acquisition. This makes it difficult for students to apply grammatical principles in understanding and constructing correct sentences (Al-Haddad et al. 2025). In addition, constraints in vocabulary mastery also pose a major challenge. The extensive arrangement of vocabulary and the complex forms of words often cause students to face difficulties in understanding texts and communicating effectively. A study by Zakaria et al. (2025) shows that students often feel that Arabic is a difficult language to learn, where the lack of vocabulary causes them to rely on translation tools as a learning strategy. Another difficulty is the integration of Arab cultural elements in the language teaching process. The constraints of students' cultural backgrounds and the educational curriculum which lacks emphasis on cultural context, make it difficult for students to understand the meaning of texts and the use of language in real socio-cultural situations (Isa et al., 2024).

A study examining the difficulties faced by high school students found that a significant number of students encounter challenging levels of difficulty in mastering the Arabic language, influenced by linguistic and pedagogical factors, as well as students' moderate self-confidence in using the language. Difficulties such as vocabulary constraints, grammatical structure and the lack of opportunities for active language use have been identified as the main barriers to mastering Arabic among high school students. Moreover, it is closely related to aspects of student motivation and confidence (Jaafar et al. 2018). Furthermore, in the context of online learning, there are studies that show students face issues in terms of equipment accessibility, learning perception and assessment processes, particularly during the Covid-19 pandemic, which also impacts the effectiveness of Arabic language teaching and learning. Although the context is more toward virtual learning, this factor adds a dimension of challenge to language learning as a whole (Abdullah, N., & Mohamed Zin, M. 2022).

Overall, previous research indicates that challenges in learning Arabic encompass linguistic aspects such as grammar and vocabulary, student-related factors including motivation and self-confidence, as well as pedagogical approaches and the broader learning context. Gaining a clear understanding of these difficulties is essential for informing the development of more effective teaching and learning strategies and for designing modules that are responsive to students' needs.

In the context of Fast Track SPM, the difficulty of learning Arabic becomes more complex because students need to master two sets of curriculum content (Form 4 and 5) within a short period, which is around 10–11 months only. This situation creates a cognitive load and the need for more targeted learning strategies compared to traditional teaching and learning approaches. Furthermore, the majority of students in this program come from a *tahfiz* background without formal exposure to Arabic language subjects in the classroom, thereby increasing the need for appropriate pedagogical interventions to address this proficiency gap (Fadzil et al. 2025). The linguistic challenges often mentioned in the study of Arabic language learning are the complex nature of the language structure itself, including the phonological, morphological and grammatical systems that differ from the students' native language. This constraint causes students not only need to learn the meaning of words but also to process new word patterns and

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spelling systems. This indirectly adds extra pressure to their learning (Samah & Isahak 2024).

From a pedagogical perspective, previous studies have shown that a teacher-centered approach to teaching and an emphasis on traditional grammar memorization are less suitable for the needs of modern students. Such methods provide less opportunity for students to practice practical skills like speaking and communicating in real contexts, which is very important for second or foreign language learning (Samah & Isahak 2024). These difficulties and challenges have significant implications for the design of the Arabic language module for Fast Track SPM students. The development of the module should address the linguistic challenges by offering staged explanations of language structures, contextualized exercises and active learning strategies, rather than relying solely on rote memorization. The requirements of the module also include scaffolding elements to help students gradually build understanding, as well as the integration of interactive activities that support practical language use (Fadzil et al. 2025).

Moreover, from a pedagogical perspective, there is a need to develop learner-centered modules that are responsive to students' individual learning styles and incorporate instructional materials that are both relevant and engaging. This includes the use of communication exercises, vocabulary enrichment thru real-world activities, as well as an emphasis on strategies for understanding question requirements and producing accurate answers.Overall, previous studies emphasize that without a module design approach that is responsive to linguistic and pedagogical difficulties, the process of learning Arabic is at risk of not achieving learning objectives, especially in the context of the Fast Track SPM program which demands quick yet effective achievement. The implications of this study indicate that module development should encompass not only the curriculum content but also strategies that support active learning, student engagement and the specific linguistic needs of non-native speakers.

The development of Arabic language modules in Malaysia has evolved in line with student needs, learning contexts and current educational challenges. According to Fadzil et al. (2024), there is currently no specific module developed for students in the Fast Track Sijil Pelajaran Malaysia (SPM) program. Teachers use modules or learning materials that are deemed appropriate for the cognitive level of the students. This need is very important considering that the majority of Fast Track students come from *tahfiz* and *pondok* backgrounds, which are less or not exposed to formal Arabic language learning in the classroom, making mastery of the secondary syllabus in a short period a significant challenge. Therefore, a thorough needs analysis is essential to ensure that the developed module aligns with students' proficiency levels and effectively supports the acquisition of vocabulary, grammar and communication skills. The module should be user-friendly, tailored for non-native speakers and designed with consideration for the constraints of limited learning time. This is in line with the study by Abd Rahman et al. (2024) which developed the *Marhaban* module based on CEFR levels A1 and A2 using the ADDIE model, where the module demonstrated the effectiveness of integrated language skills thru student-friendly activities.

In the context of writing skills, Ismail and Daoh (2021) emphasize that the Arabic essay writing module should employ a variety of pedagogical approaches, including communicative, interactive, eclectic and translation methods. Modules that are too content-heavy risk undermining student motivation. Therefore, for Fast Track students who are bound by a short preparation period, a simple, structured and focused module is

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more suitable to achieve optimal learning outcomes. Furthermore, previous studies emphasize the role of technology and e-modules. Othman et al. (2023) developed the *E-I'jāz* application based on Quranic vocabulary using the ADDIE model, which demonstrated a high level of usability in terms of presentation, content, language and user acceptance. Yazid et al. (2023) emphasize that the e-module can enhance interactivity, access flexibility and support self-directed learning. This is seen as very relevant for Fast Track students who require intensive training within a limited time. Ibrahim & Baharum (2021) stress that Quran-based modules need to balance transmitted and rational knowledge, providing spiritual added value in addition to pedagogical functions. Abdul Aziz & Mohd Zakaria (2024) emphasize that active learning modules for primary schools enhance student engagement and support the effectiveness of teachers' teaching and learning. It is seen as a relevant approach to be emulated in the context of Fast Track.

The limited proficiency in Arabic among Fast Track program students has the potential to negatively impact their achievement in the language. Additionally, the use of teaching and learning materials (T&L) that align with the mainstream high school curriculum can increase students' cognitive load, as they need to master two syllabuses simultaneously, namely Arabic for Form Four and Form Five. This situation not only has the potential to undermine the effectiveness of the learning process but may also reduce students' motivation and interest in the Arabic language.

In this regard, the development of a specific module tailored to the needs of Fast Track program students serves as a form of strategic pedagogical intervention. The systematically designed module is capable of supporting and facilitating the process of mastering the Arabic language among these students. This need becomes increasingly significant considering they must master the entire curriculum content within a short preparation period, which is around 10 to 11 months (Fadzil et al., 2024). Therefore, a well-planned and focused module has the potential to enhance their proficiency in Arabic and ensure their academic achievements are at an optimal level.

Based on the review of previous literature and field studies conducted, there is currently no specifically and officially developed Arabic language module for Fast Track SPM program students. Teachers use their own initiative in the teaching and learning sessions, either by choosing modules or materials that are suitable for the students' cognitive levels. The majority of students in this program do not have formal exposure to the Arabic language subject because most of them come from a tahfiz school background. Therefore, the development of a specialized module that considers students' needs, proficiency levels and learning backgrounds is essential to facilitate comprehensive mastery of Arabic, encompassing vocabulary, grammar and communication skills.

RESULTS AND DISCUSSION

This section focuses the discussion on three main aspects: the main problems faced by students in answering Arabic language questions, the level of difficulty in learning Arabic and the need for the development of specific and appropriate modules. The analysis of these three aspects is important to provide a comprehensive picture of the real challenges faced by students. The findings obtained not only clarify the forms and levels of existing problems but also serve as the basis for more systematic pedagogical intervention proposals. Therefore, this discussion also connects the research findings with the implications for the need to develop more responsive, well-planned and student-aligned Arabic language modules.

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The Problem in Answering Arabic Questions

The ability of students to answer Arabic language questions accurately is influenced by several factors related to their language proficiency and learning experience. Among the main challenges are confusion regarding the answer format, lack of vocabulary, misunderstanding of the question requirements and insufficient opportunities to practice. These problems not only affect the accuracy of the answers but also impact the confidence and motivation of students in facing exams. The following table presents the details of the issues identified among students when answering Arabic language questions.

Table 1. Issues in Answering Questions

Do not know the answer format		Lack of vocabulary		Do not understand the question's requirements		Not enough practice	
Yes	**No**	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
89 (35.5%)	162 (64.5%)	176 (70.1%)	75 (29.9%)	140 (55.8%)	111 (44.2%)	116 (46.2%)	135 (53.8%)

Source: 2025 Survey Data

The identified problem is not knowing the answer format, where 89 students (35.5%) admitted to facing this difficulty, while 162 students (64.5%) stated otherwise. This shows that although the majority of students understand the required answer structure, there is still one-third of them who are unclear about the appropriate writing format when answering questions.

The most significant issue is the lack of vocabulary, where 176 students (70.1%) admitted to facing this problem, while only 75 students (29.9%) did not experience this issue. These findings prove that vocabulary mastery is one of the main weaknesses of the students, which directly affects their ability to understand texts, construct sentences and answer questions accurately in Arabic. In addition, misunderstanding the requirements of the questions also becomes an important issue. A total of 140 students (55.8%) stated that they often do not understand the actual requirements of the questions, while 111 students (44.2%) stated that they do not face this problem. This indicates that a large number of students are still not proficient in interpreting instructions and key points asked in the questions, which may stem from a lack of training and guidance in understanding descriptive or objective questions in Arabic.

Finally, 116 students (46.2%) stated that they did not have enough practice in answering Arabic questions, while 135 students (53.8%) felt that the training provided was sufficient. Although the number of students who feel their training is sufficient exceeds half, nearly half of the others require more exposure and practice in answering questions so that they are better prepared to face real exams and assignments.

Difficulties in Learning Arabic Difficulties in Learning Arabic

To gain a deeper understanding of the difficulties faced by students in learning Arabic, an analysis has been conducted to identify the aspects considered difficult by the respondents. Identifying the level of difficulty is important to provide an empirical picture of the learning components that require special attention and improvement in pedagogical planning. These findings also serve as a basis for formulating intervention strategies and developing modules that are more responsive to the needs of Fast Track program students.

A set of questionnaires was distributed to 251 Fast Track student respondents and descriptive analysis was conducted regarding the level of difficulty in learning Arabic

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faced by the students. The study results found that the aspect of grammar (nahu and sarf) was identified as the most challenging part of learning Arabic, with the highest mean of 4.32. The majority of respondents expressed strong agreement with this statement, with 51.4% strongly agreeing and 32.7% agreeing. Next, essay writing was also found to be one of the difficult aspects with a mean of 4.33, where nearly half of the respondents (49.8%) strongly agreed that this skill is a major challenge.

In addition, the skill of understanding Arabic texts also received a relatively high mean score of 4.20, indicating that students face challenges in comprehending Arabic reading materials. For the aspect of vocabulary memorization, the mean obtained is 3.97, reflecting a moderate level of difficulty but with a relatively large variation in opinions among students. The aspect of listening skills recorded a mean score of 4.08, while speaking skills showed the lowest level of difficulty with a mean of 3.99, although there was still a high percentage indicating difficulty (37.1% strongly agree and 36.3% agree).

Overall, these results indicate that students consider grammar and essay writing as the most challenging components in learning Arabic, while speaking skills are deemed less difficult compared to other aspects. Moderate to high standard deviation values also indicate the presence of varying opinions among students, particularly regarding speaking skills and vocabulary memorization.

Table 2. Distribution of respondents according to the level of difficulty in learning Arabic.

Difficulty Level		Frequency	Percentage (%)	Value Min	Standard Deviation
Low	(1.00 – 2.33)	3	1.2	4.136	0.669
Moderate	(2.34 – 3.67)	62	24.7		
High	(3.68 – 5.00)	186	74.1		
Total		251	100.0		

Source: 2025 Survey Data

The findings regarding the level of difficulty in learning Arabic are shown in the table above. The study results show that 74.1% or 186 respondents feel a high level of difficulty in learning the Arabic language. Meanwhile, 62 respondents or 24.7% believe that the difficulty level in their Arabic language learning is moderate. Meanwhile, only 3 respondents or 1.2% felt that the level of difficulty in learning Arabic was low. The difficulty factor in learning Arabic was measured using a five-point scale from "strongly disagree" to "strongly agree." The study results found that, on average, the respondents' scores for the difficulty factor in learning Arabic were at a high level (M = 4.136).

The Need for the Fast Track SPM Arabic Language Module

For students in the Fast Track SPM program, mastery of the Arabic language needs to be achieved in a short period, making the need for a well-structured and appropriate module extremely critical. The specially designed module can serve as a systematic learning guide, helping students master the aspects of grammar, vocabulary, text comprehension and writing skills progressively, as well as the appropriate answer writing format. The study findings indicate that students have a very high need for the development of a practical, easy-to-understand Arabic language module that helps to improve proficiency in a short period. The item with the highest mean score is "I need a step-by-step guide for writing Arabic essays," with a mean score of 4.66 and 70.5% of

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students strongly agreeing. This clearly indicates that students require structured and accessible guidance, particularly in essay writing which is commonly perceived as a challenging skill. The second highest item in terms of mean was "I need a module that includes complete answers and explanations" (mean = 4.65), where 71.3% of students strongly agreed. This shows the students' need for learning aids that not only provide questions or exercises but also offer detailed answer examples and explanations. Modules like this can help students identify their own mistakes and understand answering techniques better.

Next, the item "I need a module that emphasizes appropriate vocabulary to be applied in answer writing" recorded a mean of 4.61, with 60.6% strongly agreeing. The need for relevant and appropriate vocabulary is crucial to help students produce correct answers, especially in the context of writing and text comprehension. Additionally, the item "I need a module that can be used for self-study" also recorded a high mean of 4.53, reflecting the students' need for materials that can be utilized flexibly outside of class hours. However, the item that recorded the lowest mean was "I need a guide on how to write simple Arabic sentences" with a value of 4.34, although it is still within a high range. This is likely because students consider the skill of constructing simple sentences to be partially mastered, or they prioritize essay writing and structured grammar over basic sentences. The item "I need interactive exercises in the module" also recorded a slightly lower mean (4.37) compared to other items, although 53% of students strongly agreed. This indicates that interactive exercises are considered important, but not as important as modules that include answers, step-by-step guides and vocabulary support.

Overall, students show a high demand for modules that are simple, concise and effective, especially in terms of providing writing guides, emphasizing vocabulary and offering comprehensive answer explanations. These findings clearly suggest that the learning materials to be developed should be student-centered, emphasize effective answering techniques and conceptual understanding and be designed for independent and user-friendly application. This aligns with the goals of the Fast Track program, which emphasizes the effectiveness of learning within a limited timeframe. Here is the table for the module requirement levels.

Table 3. Distribution of Respondents According To the Level of Need for The Arabic Module

Module Requirement Level	Frekuensi	Percent (%)	Value Min	Standard Deviation
Low (1.00 – 2.33)	2	0.8	4.566	0.490
Moderate (2.34 – 3.67)	8	3.2		
High (3.68 – 5.00)	241	96.0		
Total	251	100.0		

Source: 2025 Survey Data

The results of the study on the necessity level of the Arabic language module are shown in the table above. The study results show that 96.0% or 241 respondents feel a high level of need for the Arabic language module. Meanwhile, 8 respondents or 3.2% believe that the necessity level of the Arabic language module is moderate. Meanwhile, only 2 respondents or 0.8% felt that the need for the Arabic language module was low. The factor of the necessity of this Arabic language module was measured using a five-point response scale from "strongly disagree" to "strongly agree." The study results found

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that, on average, the respondents' scores for the necessity factor of this module were at a high level (M = 4.566).

Correlation Analysis

Pearson correlation analysis has been conducted to identify the relationship between the independent variable, which is the level of difficulty and the students' need for the module. It acts as the dependent variable in this study. The findings show that all independent variables have a positive and significant relationship with the dependent variable.

Table 4. Variable Strength with Module Requirement Factor

Variable	Pearson correlation value, r	Significance value, p	The Level of Correlation
The Difficulty of Learning Arabic	0.258	< 0.001**	Weak

**. Correlation is significant at the 0.01 level (2-tailed).

Source: 2025 Survey Data

There is a significant positive relationship between the level of difficulty faced by students and the need for modules (r = 0.258, p < 0.001). Although the strength of this relationship is at a weak level (0.10–0.29) according to Davis (1971), it still indicates that students who face more difficulties in learning Arabic are also likely to require additional support thru modules. This suggests that well-designed learning modules have the potential to alleviate the challenges students encounter in mastering the subject. The correlation analysis shows that the level of difficulty has a significant influence on students' need for Arabic language modules.

Multiple Regression Analysis

Multiple regression analysis is used to examine the effect of difficulty in learning Arabic on the need for the Arabic module. Regression analysis is a method that allows us to study relationships based on linear equations not only between one variable and another variable but also between one variable and several variables (Hair et al., 2010).

Table 5. Multiple Regression Analysis

Dependent variable	Independent variable	β	BETA	t	Sig.
Arabic Language Module Requirements (Y)	Constant	1.117		3.555	< 0.001
	Perception (X1)	0.113	0.064	1.753	0.081
	Content of the Module (X2)	0.564	0.065	8.636	< 0.001
	Difficulties in study (X3)	0.123	0.038	3.232	0.001
R2	0.351				
F	44.577				
Sig F	< 0.001				

Source: 2025 Survey Data

The results of the study presented in the table above show that 35.1% (R2 = 0.351) of the factors, including perception of the Arabic language, the content of the Arabic language module and the difficulty in learning the Arabic language influence the need for the Arabic language module. The table also shows that the F-statistic (F = 44.577) and

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the significant p-value (< 0.001) are smaller than the alpha value of 0.01. This indicates that the slope of the linear regression line of this model is estimated to be different from zero, confirming that the study data fits the three proposed linear regression prediction models in this study.

Referring to the regression analysis, the need for the Arabic language module (Y) is only influenced by two variables: the content factor of the Arabic language module (X2) and the difficulty of learning Arabic (X3). Based on the results of this study, the relationship between the need for the Arabic language module (Y) is influenced by the content factor of the Arabic language module (X2) and the difficulty of learning Arabic (X3), which can be explained using regression analysis as stated in the following linear equation:

$$Y = 1.117 + 0.564\ (X2) + 0.123\ (X3)$$

The results of this study indicate that if one unit of Arabic module content (X2) increases, the demand level for the Arabic module (Y) also increases by 0.564. Meanwhile, for each unit increase in the difficulty of learning Arabic (X3), the level of need for the Arabic module (Y) also increases by 0.123. The results of this study simultaneously support that the content of the Arabic module (X2) and the difficulty of learning Arabic (X3) can influence the need for the Arabic module.

CONCLUSION

The effectiveness of Arabic language teaching and learning does not depend solely on instructional content. It is also influenced by teachers' ability to design and implement modules that align with students' learning challenges and needs. Therefore, the development of systematic and innovative modules is an essential requirement in efforts to enhance the overall quality of Arabic language learning holistically. In this regard, the development of systematic, responsive and innovative modules becomes crucial in strengthening the quality of Arabic language education. Modules designed with careful consideration of students' proficiency levels, backgrounds and learning styles are capable of creating more meaningful and focused learning experiences.

Overall, mastery of linguistic knowledge, pedagogical competence and understanding of the learning context are not only vital for improving the effectiveness of Arabic language teaching and learning but also serve as critical foundations in developing responsive, well-structured modules that meet the needs of Fast Track SPM students. Modules developed using this approach have the potential to enhance student engagement, facilitate language acquisition and support optimal academic achievement. The findings of this study not only help to identify gaps in proficiency but also provide a foundation for planning pedagogical interventions and developing modules that are better aligned with students' needs. By systematically identifying levels of difficulty, targeted and focused improvement strategies can be formulated more effectively.

ETHICAL APPROVAL

All participants received a comprehensive explanation regarding the research objectives and procedures, including their right to participate voluntarily. Participants were assured that participation was not mandatory and that they had the right to withdraw at any time during the study without negative consequences. To ensure the confidentiality of identities, all data obtained in this study underwent an anonymization process.

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CONFLICT OF INTEREST

The author(s) declare that there is no conflict of interest related to the research, authorship, or publication of this article.

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