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RECONSTRUCTION OF ARABIC LANGUAGE CURRICULA: A SFL-DRIVEN GENRE PEDAGOGY APPROACH

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Abstract

This study aims to reconstruct Arabic learning materials by integrating Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach to produce a systematic and relevant conceptual framework for instructional material development. This study employed a Research and Development (R&D) approach supported by library research. Data were sourced from books, scholarly journal articles, curriculum documents, and relevant literature collected through document analysis. The data were analyzed qualitatively and descriptively through reduction, categorization, interpretation, synthesis, and conceptual model development. The findings indicate that SFL provides a theoretical foundation regarding the relationship between linguistic form, meaning, and communicative function; Genre Pedagogy offers a systematic text-based instructional framework; and the Text-Driven Approach emphasizes learner-centered learning experiences through authentic texts. Integrating these three approaches yields a reconstruction model for Arabic learning materials encompassing the formulation of communicative objectives, selection of text genres, design of text-based learning activities, and reinforcement of the form–meaning–function relationship. This model supports the development of communicative and contextual instructional materials oriented toward learners' communicative competence. The study concludes that integrating these three approaches serves as a theoretical and practical foundation for developing Arabic instructional materials that emphasize not only grammatical accuracy, but also the ability to use the language effectively across diverse communicative contexts

Keywords: Material Reconstruction; Systemic Functional Linguistics; Genre Pedagogy; Text-Driven Approach; Arabic Language Learning.

INTRODUCTION

Language is the primary means by which humans communicate, express ideas, and establish social interactions across various aspects of life. Through language, individuals are able to convey their thoughts and feelings while building relationships with the people and communities around them. Therefore, language education constitutes a fundamental component of the educational process, as it

plays a crucial role in developing learners' communicative competence. The effectiveness of language learning is measured not only by learners' mastery of linguistic rules but also by their ability to use language appropriately and effectively in accordance with the context in which it is used (Oryngali, 2025).

The primary objective of language learning is to enable learners to use language as an effective means of communication, both orally and in writing. Achieving this objective requires a learning process that integrates linguistic knowledge with the practical use of language in authentic communicative contexts. One of the key factors determining the success of this process is the quality of the instructional materials used by both teachers and learners. Well-designed and systematically organized instructional materials provide clear guidance for the achievement of language learning outcomes. Therefore, the quality of instructional materials constitutes a crucial factor in enhancing the effectiveness of language education (Dja'far, 2023).

High-quality instructional materials do not merely present linguistic information; they also help learners understand the relationship among linguistic forms, the meanings they convey, and their communicative functions across a variety of contexts. Such materials provide learners with more meaningful learning experiences by treating language as a resource for meaning-making rather than merely as a system of rules. With advances in linguistics and educational research, various approaches have been developed to produce instructional materials that are more contextualized and communicative. These approaches seek to integrate linguistic knowledge with learners' authentic communicative needs, thereby promoting the effective use of language in real-world contexts (Orujlu, 2025).

One of the most significant developments in language education has been the increasing adoption of text-based approaches that position texts as the central focus of the learning process. This perspective enables learners to understand language through authentic examples of language use, thereby making learning more closely aligned with real communicative contexts. At the same time, Genre Pedagogy provides a systematic instructional framework for introducing different text genres, along with their communicative purposes and linguistic features. This approach also enables learners to gradually develop the ability to comprehend and produce texts in accordance with their level of proficiency (RAO & Nallajarla, 2025).

Consistent with these approaches, Systemic Functional Linguistics (SFL) views language as a meaning-making system that is inherently connected to its social and cultural context. From this perspective, language is understood not merely as a collection of grammatical rules but as a resource for accomplishing communicative purposes in diverse situations. The integration of Systemic Functional Linguistics, Genre Pedagogy, and the Text-Driven Approach provides a promising foundation for developing Arabic language instructional materials that are more contextualized, communicative, and responsive to learners' needs.

Therefore, reconstructing Arabic language learning materials is an essential step toward developing instructional resources that holistically integrate linguistic form, meaning, function, and language use (Assajjad et al., 2026) .

Although various approaches to Arabic language teaching have evolved alongside advances in linguistic and educational studies, their implementation in the development of instructional materials remains subject to several limitations. The instructional materials used across educational institutions have not yet fully reflected the integration of linguistic theory with pedagogical practice. Most instructional materials continue to be developed within the framework of a single approach, without establishing connections with other complementary approaches. Consequently, these materials have not been able to provide learners with comprehensive learning experiences that meet the demands of contemporary language education (Muhammad Irvan et al., 2025).

One of the persistent challenges in Arabic language instruction is the predominance of instructional materials that emphasize the isolated mastery of linguistic elements. Linguistic forms are often taught as a set of rules to be memorized rather than being meaningfully connected to the meanings they express and the communicative functions they serve. As a result, learners tend to develop a stronger understanding of grammatical structures than the ability to use the language effectively in authentic communicative contexts. Consequently, the interrelationship among linguistic form, meaning, and function remains insufficiently addressed in the development of Arabic language instructional materials.

On the other hand, the application of Systemic Functional Linguistics (SFL) as a conceptual foundation for the development of Arabic language instructional materials remains relatively limited. Although this approach offers considerable potential for explaining the relationship between language, social context, and communicative purpose, it has not yet been widely adopted in the design of instructional materials. Similarly, Genre Pedagogy, which provides a systematic framework for text genre–based instruction, has been employed more frequently as an instructional strategy than as a foundation for instructional material development. This situation indicates that these two approaches have not yet been comprehensively integrated into the design of Arabic language instructional materials (Yasmar et al., 2025a).

A similar limitation can also be observed in the application of the Text-Driven Approach to the development of Arabic language instructional materials. Although this approach promotes learner-centered activities based on authentic texts, its implementation has largely remained fragmented and has not been integrated with the conceptual framework of Systemic Functional Linguistics (SFL) or Genre Pedagogy. Consequently, there is still no comprehensive model of instructional material development that systematically brings these three approaches together

within a unified design. Such an integration, however, has considerable potential to produce instructional materials that are more contextualized, communicative, and oriented toward authentic language use (Nuha et al., 2025).

In light of these limitations, a significant gap remains in the development of Arabic language instructional materials that comprehensively integrate Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach. To date, no reconstruction framework has been identified that clearly explains the stages of instructional material development by synthesizing these three approaches into a coherent and complementary model. This gap presents an opportunity to formulate a more systematic design for instructional materials that is better aligned with the needs of contemporary Arabic language education. Accordingly, the present study seeks to reconstruct Arabic language instructional materials based on Systemic Functional Linguistics, Genre Pedagogy, and the Text-Driven Approach as an effort to address this gap in the existing literature (Maimuna & Murdani Z, 2022).

Previous studies have examined the development of language instructional materials from the perspectives of Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach, treating each as an independent theoretical framework. The findings consistently demonstrate that each approach contributes to enhancing the quality of language education, particularly in improving learners' mastery of linguistic features, their understanding of text genres, and the development of communicative competence (Halliday & Matthiessen, 2004; Hyland, 2007; Tomlinson, 2010). Other studies have also developed text-based instructional materials that position authentic texts at the center of learning activities, thereby enriching learners' learning experiences (Al-Mousawi, 2020; Myriam, 2020). Collectively, these findings indicate that the development of language instructional materials continues to evolve in response to the growing demand for more contextualized and communicative approaches to language learning. (Sa'idah et al., 2025).

Nevertheless, these studies have primarily focused on the implementation of each approach in isolation and have paid limited attention to integrating them into a unified framework for instructional material development. Consequently, there is still no systematic model for reconstructing Arabic language instructional materials that integrates Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach throughout the entire development process. Yet, these three approaches are inherently complementary, as each contributes to establishing the relationship among linguistic form, meaning, communicative function, text genre, and learning activities. Therefore, there is a clear need for a reconstruction model that synthesizes these approaches into a coherent framework capable of producing more comprehensive instructional materials that address the demands of contemporary Arabic language education (Iis Susiawati & Rizka Al Fajr, 2025).

Based on the foregoing discussion, this study was undertaken to address the existing gap in the development of Arabic language instructional materials. It proposes a reconstruction of instructional materials grounded in Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach as an integrated framework for instructional material development. This reconstruction is expected to produce instructional materials that not only emphasize the mastery of linguistic forms but also systematically integrate meaning, communicative function, language use, and the characteristics of diverse text genres. Accordingly, the study aims to develop a conceptual model for Arabic language instructional material development that is more contextualized, communicative, and responsive to the demands of twenty-first-century language education (Nurul Atifah Suyuti & Andi Abdul Hamzah, 2025).

METHOD

This study employed a Research and Development (R&D) approach aimed at developing a conceptual model for Arabic language instructional materials. This approach was selected because the objective of the study extends beyond merely describing language learning phenomena; it seeks to reconstruct instructional materials through the integration of Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach. The research design followed the stages of model development, including needs analysis, the formulation of a conceptual framework, the design of instructional materials, and the conceptual evaluation of the proposed model. Through this approach, the study is expected to produce a systematic and contextualized instructional material design that effectively supports the development of learners' communicative competence.

The data sources for this study consisted of Arabic language curriculum documents, textbooks used in Islamic schools (*madrasahs*), and a wide range of scholarly literature on Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach. The analysis focused on the structure, content, organization of instructional materials, learning activities, and the interrelationships among linguistic form, meaning, and communicative function within the instructional materials. Data were collected through document analysis by systematically examining relevant documents using a document analysis protocol. The research instruments included a content analysis checklist, a matrix for the reconstruction of instructional materials, and a framework for mapping the integration of the three approaches, all of which were developed in accordance with the objectives of the study (Ma'arif et al. n.d.).

The data were analyzed using a qualitative descriptive approach through the stages of data reduction, categorization, interpretation, and the development of a reconstruction model for instructional materials (Creswell and Poth 2022). Each finding was examined by comparing the characteristics of the existing instructional

materials with the principles of Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach. The results of the analysis were subsequently used to formulate a reconstruction model that integrates these three approaches into a unified framework for the development of Arabic language instructional materials. The proposed model is expected to provide a conceptual foundation for curriculum developers, instructional material designers, teachers, and researchers in designing Arabic language instructional materials that are more communicative, contextualized, and oriented toward authentic language use.

RESULTS AND DISCUSSION

Finding 1: Systemic Functional Linguistics as the Foundation for the Reconstruction of Instructional Materials

The literature review revealed that Systemic Functional Linguistics (SFL) conceptualizes language as a meaning-making system that is inherently embedded in social contexts. From this perspective, language learning should not be limited to the mastery of grammatical rules; rather, it should also emphasize the communicative functions of language in constructing meaning and facilitating interaction. Accordingly, Arabic language instructional materials should be designed by integrating linguistic form, meaning, and communicative function into a coherent instructional framework. Reconstructing instructional materials based on Systemic Functional Linguistics provides learners with opportunities to understand language as a dynamic resource for communication across a wide range of social contexts (Khotijah et al., 2026).

The findings further indicate that the development of Arabic language instructional materials should begin with the identification of the communicative objectives to be achieved. Once these objectives have been clearly defined, linguistic features should be selected according to their contribution to the realization of the intended communicative functions. In this way, grammar is no longer treated as an end in itself but rather as a resource for meaning-making. The findings suggest that this approach facilitates the development of instructional materials that are more systematic and better aligned with the needs of contemporary Arabic language education (Albuaishi, 2025).

Finding 2: The Role of Genre Pedagogy in the Organization of Instructional Materials

The literature review demonstrates that Genre Pedagogy provides a systematic instructional framework through the stages of building the context, text modeling, joint construction of texts, and independent construction of texts. Each stage serves a distinct pedagogical function in helping learners understand the characteristics of different text genres. Through these sequential stages, learners gradually develop their knowledge and skills, progressing from comprehending texts to producing them independently. These findings indicate that Genre Pedagogy provides a robust foundation for organizing Arabic language instructional materials in a more systematic and coherent manner (Arummi et al., 2025).

In addition to providing a clear instructional sequence, Genre Pedagogy enables instructional materials to be organized according to the communicative purpose of each text genre. Consequently, every learning activity is explicitly aligned

with the intended learning outcomes. Such an organization facilitates teachers' planning of instructional activities while helping learners understand the relationship between text structure and its communicative purpose. These findings highlight the significant role of Genre Pedagogy in the reconstruction of Arabic language instructional materials (Febriyanto et al., 2025).

Finding 3: The Contribution of the Text-Driven Approach to Learning Activities

The literature review further revealed that the Text-Driven Approach positions authentic texts as the starting point for all learning activities. Instruction begins by engaging learners with the content of the text before directing their attention to the linguistic features embedded within it. This approach provides learners with opportunities to construct meaningful learning experiences through natural interaction with authentic texts. Consequently, the learning process becomes more meaningful, as learners develop their understanding of language through its use in authentic communicative contexts (Atika Nur Ardila Hasibuan et al., 2023).

The review also found that learning activities within the Text-Driven Approach are organized into a progressive sequence, beginning with preparing learners for engagement, followed by comprehending the text, processing the information it contains, and ultimately producing new texts. This sequence of activities promotes greater learner engagement throughout the learning process. Furthermore, instruction becomes more communicative because all learning activities are consistently oriented toward the authentic use of language in real-world contexts. Therefore, the Text-Driven Approach constitutes an essential component in the reconstruction of Arabic language instructional materials (Atika Nur Ardila Hasibuan et al., 2023).

Finding 4: Integrating Systemic Functional Linguistics, Genre Pedagogy, and the Text-Driven Approach in the Reconstruction of Instructional Materials

The findings demonstrate that Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach possess complementary characteristics that collectively support the development of Arabic language instructional materials. Systemic Functional Linguistics provides the conceptual foundation for understanding the communicative functions of language, Genre Pedagogy offers a systematic framework for text-based instruction, and the Text-Driven Approach organizes learning activities around learners' engagement with authentic texts and meaningful learning experiences. The integration of these three approaches results in a more comprehensive framework for instructional material development. Within this framework, instructional materials encompass not only the content to be learned but also the systematic organization of the learning process itself (Sadiyah 2018).

This integration enables linguistic form, meaning, communicative function, text genre, and learning activities to be organized into a coherent and unified instructional framework. Each component reinforces the others, ensuring continuity and coherence throughout the learning process. The findings further indicate that this integrative model provides clearer guidance for the design and development of Arabic language instructional materials. Accordingly, the

reconstruction of instructional materials represents not merely a revision of content but also a paradigm shift in the design of language instruction (Madani et al., 2025).

Finding 5: A Conceptual Model for the Reconstruction of Arabic Language Instructional Materials

Based on the synthesis of the relevant literature, this study proposes a conceptual model for the reconstruction of Arabic language instructional materials by integrating three major approaches: Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach. The model begins with the identification of communicative objectives, followed by the selection of appropriate text genres, the design of text-driven learning activities, and the systematic integration of linguistic form, meaning, and communicative function (Hikmawati et al. 2025). These stages are organized into a coherent instructional sequence, forming an integrated and comprehensive learning process. Furthermore, the model provides teachers with the flexibility to adapt instructional materials to learners' characteristics and specific learning objectives.

The proposed conceptual model is expected to serve as an alternative framework for the development of Arabic language instructional materials across different educational levels. In addition to providing a robust theoretical foundation, the model offers practical guidance for designing instructional materials that are more communicative, contextualized, and learner-centered. Accordingly, the reconstruction of instructional materials contributes not only to improving the organization and quality of teaching materials but also to enhancing the overall quality of Arabic language teaching and learning (Mubin et al., 2025).

DISCUSSION

The findings of this study indicate that the reconstruction of Arabic language instructional materials should be grounded in the integration of linguistic form, meaning, and communicative function. This finding is consistent with the perspective of Halliday and Matthiessen (2004), who argue that language is a semiotic system through which meaning is constructed within social contexts. Accordingly, instructional materials should not be designed solely on the basis of grammatical structures; rather, they should establish meaningful connections between linguistic features and their communicative purposes. The reconstruction model proposed in this study therefore reinforces the application of Systemic Functional Linguistics (SFL) as a theoretical foundation for the development of Arabic language instructional materials (Junaidi et al., 2024).

The findings also demonstrate that Genre Pedagogy provides a more systematic instructional structure through the stages of building the context, text modeling, joint construction of texts, and independent construction of texts. These findings support the work of Hyland (2007) and Callaghan and Rothery (1988), who argue that genre-based instruction enhances learners' ability to both comprehend and produce a variety of text genres. The present study extends these findings by positioning Genre Pedagogy not merely as an instructional strategy but also as a

foundational framework for organizing Arabic language instructional materials (Yasmar et al., 2025b).

Furthermore, this study demonstrates that the Text-Driven Approach contributes to the creation of more contextualized learning activities by initiating the learning process through learners' engagement with authentic texts. This finding is consistent with the framework proposed by Tomlinson (2010), which emphasizes the importance of meaningful learning experiences through texts before learners are introduced to linguistic features explicitly. The distinctive contribution of the present study lies in its integration of the Text-Driven Approach with Systemic Functional Linguistics (SFL) and Genre Pedagogy within a single, comprehensive model for the reconstruction of Arabic language instructional materials (Triwibowo et al., 2025).

Overall, the findings of this study make a significant conceptual contribution by proposing a reconstruction model for Arabic language instructional materials that integrates three major approaches within a unified developmental framework. The proposed model not only reinforces the theoretical perspectives advanced by Halliday, Hyland, and Tomlinson but also offers a novel synthesis that can serve as a reference for the design and development of Arabic language instructional materials. In doing so, this study addresses a critical gap in the existing literature, namely the absence of an integrative model that systematically connects linguistic form, meaning, communicative function, text genre, and learning activities. This contribution is expected to provide a foundation for future research as well as for the development of Arabic language instructional materials that are more contextualized, communicative, and responsive to the demands of twenty-first-century language education (Nur Yusrin Hidayanti et al., 2025) .

CONCLUSION

This study was motivated by the need to reconstruct Arabic language instructional materials so that they move beyond an exclusive focus on the isolated mastery of linguistic rules and instead integrate linguistic form, meaning, communicative function, and language use within authentic communicative contexts. The findings of the literature review demonstrate that developments in Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach provide a robust conceptual foundation for language education. Although each approach possesses distinct theoretical characteristics, they complement one another in fostering more meaningful learning experiences. Systemic Functional Linguistics conceptualizes language as a meaning-making system shaped by social context; Genre Pedagogy provides a systematic framework for text-based instruction; and the Text-Driven Approach emphasizes the central role of authentic texts in the learning process. The integration of these three approaches results in a comprehensive framework that systematically connects learning objectives, the

selection of appropriate text genres, learning activities, and the development of linguistic knowledge within a unified instructional design.

The findings further indicate that the reconstruction of Arabic language instructional materials cannot be achieved merely by revising the content of the materials; it must also encompass changes to the organization of content, the structure of learning activities, and the interrelationships among the various components of instruction. Instructional materials reconstructed through the integration of Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach provide learners with greater opportunities to understand language as a communicative resource used in a wide range of authentic contexts. Consequently, instructional materials are no longer viewed simply as collections of linguistic information to be memorized but rather as sequences of meaningful learning experiences that enable learners to construct knowledge, develop language proficiency, and use language effectively and appropriately in context. Moreover, the proposed reconstruction model demonstrates a coherent alignment among learning objectives, linguistic competence, text characteristics, and learning activities, thereby creating a more systematic and meaningful learning process.

Based on these findings, this study successfully developed a conceptual model for the reconstruction of Arabic language instructional materials grounded in Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach. The proposed model integrates linguistic form, meaning, communicative function, text genre, and learning activities into a unified framework for instructional material development. The model demonstrates that these three approaches are inherently complementary and, when integrated, can produce instructional materials that are more contextualized, communicative, systematic, and oriented toward the comprehensive development of learners' communicative competence.

This study has several limitations, as it is conceptual in nature and relies primarily on a literature review. Consequently, the proposed model has not yet been empirically validated through classroom implementation. Future research should therefore focus on developing Arabic language instructional materials based on the proposed model and evaluating their implementation across different educational levels to examine their practicality, effectiveness, and impact on the development of learners' communicative competence. In addition, subsequent studies may develop instructional resources, learning media, and assessment instruments aligned with the proposed reconstruction framework, thereby enabling the integration of Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach to be implemented more comprehensively in Arabic language teaching and learning.

The principal contribution of this study is the proposal of a conceptual model for the reconstruction of Arabic language instructional materials that integrates

Systemic Functional Linguistics (SFL), Genre Pedagogy, and the Text-Driven Approach within a systematic and unified framework for instructional material development. This model provides both a robust theoretical foundation and practical guidance for curriculum developers, instructional material designers, Arabic language teachers, and researchers in designing instructional materials that are more contextualized, communicative, and responsive to the demands of twenty-first-century language education.

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