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# Linguistics Behind the Readability of Arabic Texts in the Teaching and Learning Process

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## ***Abstract***

The readability of texts is pivotal in the teaching and learning process, especially for linguistically rich languages like Arabic. This conceptual research explores the linguistic nuances underpinning the readability of Arabic texts from a pedagogical perspective. The analysis begins by examining the morphological intricacies of Arabic, a highly inflected language whose complex system of inflections challenges learners. The intricate lexical derivations and vocabulary depth are then scrutinised for their impact on text complexity. Furthermore, the rhetorical devices, figurative language, and cultural embeddedness prevalent in Arabic discourse are investigated for their influence on comprehensibility. Through an extensive literature review, this research unravels how syntactic structures, cohesive ties, and discourse coherence interact to shape the readability landscape. The study emphasises the need for contextualised readability measures and instructional materials tailored to learners' diverse proficiencies within the Malaysian context, where Arabic is widely studied as a second language. Computational tools like readability formulas are explored for their potential in text accessibility evaluation and material development. Ultimately, this conceptual analysis aims to inform strategies for developing comprehensible Arabic instructional resources, enhancing the teaching and learning experience while preserving the linguistic and cultural richness ingrained in the language.

***Keywords :*** *Arabic texts; Linguistics; Readability; Teaching and Learning Process*

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