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TRANSLITERATION AS A PEDAGOGICAL SCAFFOLD IN INTRODUCTORY ARABIC INSTRUCTION FOR NON-NATIVE LEARNERS

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Abstract

Teaching Arabic to non-native beginners presents challenges, especially when learners encounter unfamiliar sounds and a new writing system. Many instructors use transliteration to support pronunciation and initial comprehension, although its educational value remains debated. This study examines transliteration as a temporary instructional scaffold in early Arabic learning for non-native beginners. Conducted with students enrolled in introductory Arabic classes at Mindanao State University–Iligan Institute of Technology, the study draws on the concept of educational scaffolding in second language pedagogy. Using classroom observation and learner feedback, it investigates how transliteration influences pronunciation and reading accuracy, reduces initial learning challenges, and facilitates the transition to Arabic script. The findings suggest that when used strategically and temporarily, transliteration supports phonological awareness and learner confidence without replacing mastery of Arabic orthography. The study proposes a balanced approach that employs transliteration as a transitional learning scaffold rather than a permanent instructional tool. The findings highlight the importance of withdrawing transliteration as learners gain greater independence.

Keywords: Arabic Language Pedagogy, Beginner Learners, Foreign Language, Scaffolding, Transliteration.

Abstrak

Pembelajaran bahasa Arab bagi pemula non-penutur asli menghadirkan berbagai tantangan, terutama ketika peserta didik berhadapan dengan bunyi yang tidak familiar dan sistem tulisan yang baru. Banyak pengajar menggunakan transliterasi untuk mendukung pelafalan dan pemahaman awal, meskipun nilai pedagogisnya masih diperdebatkan. Penelitian ini mengkaji transliterasi sebagai scaffolding pembelajaran sementara dalam

pengajaran bahasa Arab tahap awal bagi pembelajar non-penutur asli. Penelitian dilakukan pada mahasiswa kelas bahasa Arab tingkat pemula di Mindanao State University-Iligan Institute of Technology dengan menggunakan observasi kelas dan tanggapan pembelajar. Penelitian ini mengkaji pengaruh transliterasi terhadap ketepatan pelafalan dan membaca, pengurangan kesulitan awal, serta peralihan menuju penggunaan aksara Arab. Hasil menunjukkan bahwa penggunaan transliterasi secara strategis dan sementara mendukung kesadaran fonologis dan kepercayaan diri pembelajar tanpa menggantikan penguasaan ortografi Arab. Penelitian ini merekomendasikan pendekatan seimbang yang menempatkan transliterasi sebagai scaffolding transisional, bukan sebagai alat pengajaran permanen.

Kata Kunci: *Pedagogi Bahasa Arab, Pembelajar Pemula, Bahasa Asing, Scaffolding, Transliterasi.*

INTRODUCTION

Learning a new language involves acquiring new sounds, vocabulary, grammatical structures, and a new writing system. Learning Arabic as a foreign language is particularly demanding because it uses a writing system and phonological structure that differ significantly from languages that use the Latin alphabet. Beginner learners must develop the ability to recognize unfamiliar sounds while learning to read and write a new script. Scholars in Second Language Acquisition note that the early stages of language learning can be challenging when learners process both new phonological patterns and orthographic forms simultaneously ¹. This often leads to difficulties in pronunciation, reading accuracy, and confidence among beginner learners.

The Arabic language presents specific phonetic and orthographic features that may be unfamiliar to non-native learners. It includes several consonant sounds that do not exist in many other languages, such as emphatic consonants and pharyngeal sounds. In addition, Arabic is written from right to left and uses a cursive script in which the shape of letters changes depending on their position within a word. These characteristics require learners to acquire new linguistic knowledge and visual recognition skills. According to Brustad, Al-Batal, and Al-Tonsi (2011), beginner students often have difficulty identifying and distinguishing Arabic letters because many shares similar shapes and differ only by dots or minor modifications. As a result, learners may struggle to connect written symbols with their corresponding sounds during the initial stages of learning.

¹ Rod Ellis, *The Study of Second Language Acquisition*, 2nd ed. (Oxford: Oxford University Press, 2008).

Table 1. Common Arabic Language Features and Challenges for Beginner Learners

Feature	Arabic examples	Challenge for beginners
Pharyngeal and related consonants	ع، ح، غ، خ	These sounds may not exist in learners' first languages and require guided pronunciation practice.
Emphatic consonants	ص، ض، ط، ظ	Learners must distinguish emphatic sounds from their non-emphatic counterparts.
Position-dependent letter forms	ب، بـ، بـ	The shape of a letter changes according to its position in a word.
Similar letter shapes	ج، بـ، ت، ث ح، خ	Small differences in dots or markings can make letter recognition difficult.
Right-to-left cursive writing	Arabic words and connected letters	Learners must acquire a new writing direction and connect letters within words.

Pronunciation is another significant challenge for non-native learners of Arabic. Because many Arabic phonemes do not exist in other languages, learners often find it difficult to produce accurate sounds without guided practice and clear phonological support. Research suggests that learners benefit from instructional strategies providing temporary support during the early stages of language acquisition ². In Arabic instruction, teachers often adopt various pedagogical techniques to help students overcome pronunciation difficulties and build confidence in reading Arabic words.

One instructional technique widely used in Arabic language classrooms is transliteration. Transliteration refers to representing words from one script using the letters of another script, often the Latin alphabet. In many introductory Arabic courses, teachers provide transliteration alongside Arabic script to help learners recognize pronunciation before becoming familiar with the writing system. In Arabic Language Pedagogy, transliteration is sometimes used as a pedagogical bridge for beginners encountering Arabic sounds and letters for the first time ³

However, the use of transliteration in Arabic language teaching remains a subject of debate. Some scholars argue that it is a useful instructional tool because it allows learners to focus on pronunciation and comprehension without being overwhelmed by the complexity of the Arabic script.

2 K. Saito, P. Trofimovich, and T. Isaacs, "Second Language Speech Learning," Studies in Second Language Acquisition (2017).
3 Mahmoud Al-Batal, Arabic Language Pedagogy (Washington, DC: Georgetown University Press, 2017).

From this perspective, transliteration serves as temporary support that reduces initial learning challenges and helps learners develop phonological awareness. Others argue that excessive reliance on transliteration may delay learners' ability to read Arabic script independently. They suggest that students who depend heavily on Latin transliteration may struggle to transition to authentic Arabic texts and may develop inaccurate pronunciation based on the phonological rules of their native language.

Because of these differing perspectives, it is important to examine how transliteration is used in real classroom contexts and how it influences beginner learners' language development. While theoretical discussions are common, fewer studies have investigated how transliteration functions as a temporary instructional scaffold in beginner Arabic classes. In particular, there is limited classroom-based research exploring how transliteration supports pronunciation, reduces initial learning challenges, and assists learners in transitioning from Latin transliteration to the authentic Arabic writing system.

Therefore, this study aims to examine the role of transliteration as a temporary instructional scaffold in early Arabic language instruction for non-Arabic native learners. By investigating beginner Arabic classes at Mindanao State University-Iligan Institute of Technology, this research explores how transliteration influences students' pronunciation and reading accuracy, whether it reduces the initial challenges of learning Arabic, and how effectively it facilitates the transition toward full use of the Arabic script. Understanding the pedagogical value of transliteration may help educators develop balanced instructional approaches that support learners during the early stages of Arabic language acquisition while encouraging mastery of the Arabic writing system.

Teaching Arabic to non-Arabic native speakers presents several pedagogical challenges, particularly at the beginner level. One of the main difficulties is helping learners overcome unfamiliar Arabic phonemes and become familiar with the Arabic writing system. Research in Second Language Acquisition suggests that beginners often experience cognitive overload when required to process new sounds and orthographic forms simultaneously⁴. As a result, teachers frequently employ Latin alphabet transliteration to facilitate early learning and reduce these challenges.

One instructional approach widely used in introductory Arabic courses is transliteration. It represents Arabic words using the Latin alphabet to approximate their pronunciation. In many Arabic language classrooms, transliteration helps learners pronounce Arabic words before becoming familiar with the Arabic script. Within Arabic Language Pedagogy, some educators consider transliteration a

⁴ Ellis, *Study of Second Language Acquisition*.

helpful tool that supports phonological awareness and reduces anxiety during the early stages of language learning ⁵.

Despite its practical use, the role of transliteration in Arabic language teaching remains controversial. Some educators argue that it helps learners develop correct pronunciation and comprehension during the early stages of instruction. Others argue that reliance on transliteration may delay students' ability to read Arabic script independently and may lead to inaccurate pronunciation influenced by the learner's native language. Because of these differing perspectives, its pedagogical value continues to be debated.

Although transliteration is commonly used in beginner Arabic classes, there is limited classroom-based research examining how it functions as a temporary instructional scaffold before learner's transition to full use of the Arabic script. Many existing discussions focus on theoretical arguments rather than empirical classroom evidence. Therefore, there is a need for studies examining how transliteration influences learners' pronunciation, reduces early learning challenges, and supports the transition to Arabic script.

Therefore, this study investigates the role of transliteration as a temporary instructional scaffold in beginner Arabic language instruction at Mindanao State University–Iligan Institute of Technology. By examining classroom practices and student experiences, this research provides empirical insight into how transliteration can be used strategically to support early Arabic language learning without hindering the development of Arabic script literacy.

The primary objective of this study is to examine the role of transliteration as a temporary instructional scaffold in early Arabic language learning among non-Arabic native learners. Specifically, the study aims to examine the effect of transliteration on beginner learners' pronunciation and reading accuracy in Arabic, investigate whether transliteration reduces the initial learning difficulties experienced by non-Arabic native learners of Arabic, and analyse how transliteration facilitates learners' transition from Latin alphabet transliteration to the Arabic script.

This chapter reviews relevant literature related to the teaching of Arabic to non-Arabic native learners, particularly focusing on the challenges of learning Arabic as a foreign language, the use of transliteration in Arabic language instruction, the concept of instructional scaffolding in language learning, and the process through which learners transition from transliteration to the Arabic script. The discussion draws from research in Applied Linguistics, Second Language Acquisition, and Arabic Language Pedagogy to provide a theoretical and pedagogical foundation for the present study.

⁵ Al-Batal, *Arabic Language Pedagogy*.

Learning Arabic as a foreign language presents significant challenges for non-native learners. Unlike many other languages, Arabic has a writing system and phonological structure that differ greatly from languages using the Latin alphabet. As a result, beginner learners often experience difficulties in pronunciation, reading, and script recognition. Ellis ⁶ argues that learners may experience cognitive overload when processing unfamiliar sounds, vocabulary, and writing systems simultaneously, highlighting the cognitive demands of second language acquisition.

Similarly, Yule (2017) explains that learners often rely on the sound patterns of their native language when producing unfamiliar Arabic sounds. While Ellis ⁷ emphasizes cognitive processing, Yule (2017) focuses on phonological interference as a major source of pronunciation errors. Both agree that beginner learners require additional support during the early stages of language learning.

Another challenge concerns the Arabic writing system. Brustad, Al-Batal, and Al-Tonsi (2011) emphasize that Arabic letters may confuse beginners because many share similar shapes and differ only in the placement or number of dots. This orthographic complexity complements the cognitive challenges identified by Ellis ⁸, suggesting that both phonological and orthographic differences create obstacles for non-native learners.

Learners must also develop phonological awareness to connect Arabic sounds with their written forms. Ellis ⁹ emphasizes the importance of instructional support in bridging phonological knowledge and orthographic recognition. This aligns with Brustad, Al-Batal, and Al-Tonsi (2011), who argue that learners require structured guidance to recognize Arabic letters and their corresponding sounds effectively. Together, these studies suggest that Arabic language learning requires instructional strategies addressing both pronunciation and script recognition.

Because of these challenges, educators have explored various pedagogical strategies to facilitate Arabic language learning. One commonly used strategy is transliteration, which provides pronunciation support through the Latin alphabet before learners fully master the Arabic script.

Transliteration refers to representing words from one writing system using the characters of another. In Arabic language learning, it involves representing Arabic words with the Latin alphabet to approximate their pronunciation. For example, the Arabic word “كتب” may be transliterated as “kataba.” Transliteration is commonly used in beginner textbooks and instructional materials to support learners who are not yet familiar with Arabic script.

6 Ellis, *Study of Second Language Acquisition*.

7 Ellis, *Study of Second Language Acquisition*.

8 Ellis, *Study of Second Language Acquisition*.

9 Ellis, *Study of Second Language Acquisition*.

Within Arabic language pedagogy, scholars differ in their evaluation of transliteration. Al-Batal¹⁰ views it as a useful pedagogical bridge between learners' familiarity with the Latin alphabet and the Arabic writing system. According to this perspective, transliteration helps learners focus on pronunciation and listening before mastering Arabic orthography. This view is consistent with Ellis's¹¹ argument that instructional support can reduce learner anxiety and cognitive overload during the early stages of second language acquisition.

Although Ellis¹² and Al-Batal¹³ both support instructional assistance for beginners, their perspectives differ. Ellis discusses learning strategies from a broader second language acquisition perspective, whereas Al-Batal applies these ideas specifically to Arabic language teaching through transliteration. Together, they suggest that transliteration serves as temporary support that increases learner confidence during the initial stages of learning.

However, not all scholars view transliteration positively. Al-Batal¹⁴ also acknowledges that excessive reliance on transliteration may delay learners' mastery of Arabic script because students may become dependent on Latin representations instead of recognizing Arabic orthography directly. In addition, transliteration may produce inaccurate pronunciation because some Arabic sounds cannot be represented precisely with Latin letters.

These perspectives reflect an ongoing debate in Arabic language pedagogy. While some educators consider transliteration an effective introductory tool, others argue that overdependence may hinder long-term literacy development. Despite these differences, scholars generally agree that transliteration should serve as temporary instructional support rather than a permanent substitute for learning Arabic script.

The concept of instructional scaffolding plays an important role in understanding how transliteration functions as a temporary learning support tool. Instructional scaffolding refers to temporary assistance provided by teachers or instructional materials to help learners perform tasks they cannot yet accomplish independently. This concept originates from the educational theories of Vygotsky¹⁵, who emphasized guided learning within the learner's developmental capacity.

According to Vygotsky's theory, learning occurs most effectively within the Zone of Proximal Development (ZPD), the gap between what learners can accomplish independently and what they can

10 Al-Batal, *Arabic Language Pedagogy*.

11 Ellis, *Study of Second Language Acquisition*.

12 Ellis, *Study of Second Language Acquisition*.

13 Al-Batal, *Arabic Language Pedagogy*.

14 Al-Batal, *Arabic Language Pedagogy*.

15 Vygotsky, *Mind in Society*.

achieve with guidance from a more knowledgeable individual. Instructional scaffolding provides temporary support until learners develop independent competence.

Vygotsky's¹⁶ perspective aligns with Ellis's¹⁷ discussion of instructional support in second language acquisition. Both scholars emphasize that learners require assistance when facing complex learning tasks. However, Vygotsky explains scaffolding from a socio-educational perspective emphasizing guided interaction, whereas Ellis focuses on the cognitive demands of language learning. Together, these perspectives support the need for temporary instructional support during the early stages of acquiring unfamiliar linguistic systems.

In language education, scaffolding may take many forms, including modelling pronunciation, providing visual aids, simplifying input, and offering structured practice. These supports help learners build confidence and competence until they can perform tasks independently. From this perspective, transliteration can be understood as a form of instructional scaffolding in Arabic language learning.

Al-Batal's¹⁸ discussion of transliteration supports this interpretation. Similar to Vygotsky's concept of temporary guidance, transliteration helps learners understand pronunciation and connect sounds with written forms during the initial stages of learning. As learners become more familiar with Arabic phonology and orthography, transliteration should gradually be reduced. Therefore, it is not intended to replace Arabic script but to serve as temporary pedagogical support that facilitates learners' transition toward independent Arabic literacy.

An important aspect of transliteration in Arabic language teaching is the gradual transition from transliteration to independent reliance on Arabic script. Scholars emphasize that transliteration should be used through a staged instructional approach rather than permanently. This transition reflects the principles of instructional scaffolding discussed by Vygotsky¹⁹ and supported by Ellis²⁰.

The first stage presents transliteration alongside Arabic words to support pronunciation and comprehension. Learners become familiar with Arabic sounds while using the Latin alphabet as temporary assistance. This aligns with Al-Batal's²¹ argument that transliteration serves as an introductory bridge between familiar and unfamiliar writing systems.

The second stage gradually reduces transliteration while emphasizing Arabic script. Learners shift their attention to Arabic orthography with occasional support for unfamiliar vocabulary, encouraging greater independence and recognition of Arabic letters and sound patterns.

16 Vygotsky, *Mind in Society*.

17 Ellis, *Study of Second Language Acquisition*.

18 Al-Batal, *Arabic Language Pedagogy*.

19 Vygotsky, *Mind in Society*.

20 Ellis, *Study of Second Language Acquisition*.

21 Al-Batal, *Arabic Language Pedagogy*.

The final stage removes transliteration completely, requiring learners to rely on Arabic script. According to Al-Batal ²², gradually reducing transliteration ensures that it serves as temporary pedagogical scaffolding rather than a permanent substitute for Arabic literacy. This reflects Vygotsky's ²³ principle that instructional support should be withdrawn as learners achieve independent competence.

Several recent studies have examined the role of transliteration in teaching Arabic to non-native speakers. These studies focus on pronunciation development, reading comprehension, learner accessibility, and supportive instructional strategies, but differ in their views on the role and limitations of transliteration.

Nasir et al ²⁴ found that Arabic-Roman transliteration helped beginner learners improve pronunciation and comprehension of Arabic vocabulary among non-Muslim learners in Malaysia. Similarly, Nurulasyikin Muda ²⁵ argued that simplified transliteration systems support easier typing and understanding of Arabic text for users who rely on Latin keyboards. Both studies emphasize the accessibility benefits of transliteration and suggest that it reduces learner difficulty during the early stages of Arabic language learning.

However, the studies differ in focus. Nasir et al ²⁶ examine classroom learning, pronunciation development, and beginner comprehension, whereas Nurulasyikin Muda ²⁷ focuses on accessibility and technological convenience in written communication. Despite these differences, both agree that transliteration should serve as temporary support rather than replace mastery of Arabic script.

A more cautious perspective is presented by Kawafha and Al Masaeed ²⁸, who examined teachers' beliefs about multilingual support in L2 Arabic classrooms. They report disagreements among instructors regarding dependence on support language. Some teachers believed English support improved comprehension and participation, while others argued that overreliance might slow Arabic language development. This concern parallels Al-Batal's ²⁹ criticism that excessive transliteration may delay learners' direct engagement with Arabic script.

²² Al-Batal, *Arabic Language Pedagogy*.

²³ Vygotsky, *Mind in Society*.

²⁴ M. S. Nasir, A. Z. Amiruddin, N. Osman, and S. S. Mohd Noor, "Pembelajaran Bahasa Arab oleh Pelajar Bukan Muslim Menerusi Penggunaan Transliterasi Arab-Rumi / Learning Arabic by Non-Muslim Students Through the Use of Arabic-Roman Transliteration," *UMRAN – Journal of Islamic and Civilizational Studies* 11, no. 1 (2024): 79–99.

²⁵ Muda, "MUDA: Simplifying Transliteration and Transcription of Arabic Text."

²⁶ Nasir et al., "Pembelajaran Bahasa Arab oleh Pelajar Bukan Muslim Menerusi Penggunaan Transliterasi Arab-Rumi."

²⁷ Muda, "MUDA: Simplifying Transliteration and Transcription of Arabic Text."

²⁸ R. Kawafha and K. Al Masaeed, "Multilingual Support and Instructional Practices in Arabic as a Second Language Classrooms," *Foreign Language Annals* (2023).

²⁹ Al-Batal, *Arabic Language Pedagogy*.

Meanwhile, Frieola, Yul, and Andrian ³⁰ examined Arabic reading development from a different perspective. Rather than focusing on transliteration, they emphasized phonological familiarity gained through Qur'anic reading. Learners with stronger Qur'anic reading fluency demonstrated better Arabic reading performance, highlighting the importance of phonological exposure in developing Arabic literacy skills.

Collectively, these studies suggest that transliteration, multilingual assistance, and phonological exposure facilitate Arabic language learning for beginners. However, scholars differ on the most effective type of support and how long it should remain. While some emphasize accessibility and learner confidence, others warn that excessive dependence may hinder independent Arabic literacy. Furthermore, limited research has examined transliteration as instructional scaffolding gradually withdrawn to support learners' transition from the Latin alphabet to independent use of Arabic script. Therefore, further research is needed to examine how transliteration can function as strategic temporary scaffolding in Arabic language instruction.

Previous studies have discussed challenges faced by non-native learners in Arabic language acquisition, particularly in pronunciation, orthography, and alphabet recognition. For example, Chami, Hashem, and El-Yahchouchi Abi Chaker ³¹ examined instructional approaches for teaching the Arabic alphabet to non-native learners and highlighted the role of transliteration and multisensory learning strategies. However, the study focused on comparative instructional methods rather than transliteration as a temporary pedagogical scaffold. Similarly, Oktavera et al. ³² emphasized that scaffolding in Arabic as a Foreign Language (AFL) remains under-researched compared to English language learning.

Furthermore, Solehudin, Salsabil, and Syakur ³³ explored scaffolding in Arabic syntax learning for novice learners using Vygotsky's sociocultural framework. Although the study demonstrated the importance of staged instructional support, it focused on *nahwu* instruction rather than transliteration during script acquisition.

Therefore, limited research has specifically examined transliteration as instructional scaffolding that helps beginner non-Arabic native learners transition from reliance on the Latin alphabet to

30 A. Frieola, A. Yul, and A. Andrian, "Relationship between Qur'anic Reading Fluency and Arabic Text Reading Skills among Second-Language Learners in Indonesia," *Journal of Arabic Language Education* (2025).

31 Y. Chami, E. Hashem, and N. El-Yahchouchi Abi Chaker, "Rethinking Arabic Alphabet Instruction: A Comparative Study of Learning Strategies for Non-Native Speakers," *Journal of Sustainable Multidisciplinary Arabic Studies* (2025).

32 S. Oktavera et al., "Mapping the Characteristics and Trajectories of Language Scaffolding in Arabic as a Foreign Language: A Systematic Review," *Arabiyyatuna: Journal of Arabic Language Education* (2025).

33 S. Solehudin, N. Salsabil, and A. Syakur, "Scaffolding Arabic Syntax Learning: An Examination of Introductory Nahwu Materials for Novice Students," *Journal of Arabic Language Teaching and Learning* (2026).

independent mastery of Arabic script. This study addresses this gap by investigating transliteration as temporary instructional support within the framework of scaffolding theory.

METHOD

This study uses a classroom-based descriptive research design with elements of mixed-method research. The purpose is to examine the impact of transliteration on students' ability to pronounce and read Arabic words accurately.

The study focused on one beginner Arabic class where transliteration was consistently used as an instructional support tool. The descriptive approach allows the researcher to observe and analyse the learning process in a natural classroom setting, while the mixed-method approach integrates qualitative and quantitative data to provide a comprehensive understanding of the role of transliteration in Arabic language learning.

Qualitative data were collected through classroom observations, while quantitative data were obtained from students' questionnaire responses. By combining these data, the researcher aims to obtain reliable findings regarding students' pronunciation accuracy, reading ability, and learning confidence.

The participants of this study consisted of 12 beginner-level students enrolled in an introductory Arabic language course at Mindanao State University–Iligan Institute of Technology. The students were generally between 19 and 23 years old and came from diverse linguistic backgrounds. Most were non-native speakers of Arabic whose first language was English, Filipino, or other local languages spoken in the Philippines.

The class was selected because it represented a beginner-level Arabic learning environment where transliteration was consistently used during instruction. Since this study examines the role of transliteration in supporting pronunciation and reading development, beginner learners were considered the most appropriate participants because they were still in the early stages of learning Arabic script and phonology.

This study used purposive sampling because the participants met specific criteria relevant to the research objectives. Purposive sampling is a non-probability sampling technique in which participants are intentionally selected based on characteristics relevant to the research purpose³⁴. The

³⁴ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Los Angeles: SAGE, 2018)

selected students were beginner learners of Arabic as a foreign language and were regularly exposed to transliteration during classroom instruction.

The researcher selected the entire class to observe the natural learning environment without excluding any students. Although the sample size was relatively small, it was appropriate for classroom-based descriptive research because the study aimed to gain an in-depth understanding of students' learning experiences rather than broad statistical generalization.

The sample was considered relevant because the participants reflected the target population of the study: beginner non-native learners of Arabic who rely on transliteration during the early stages of language learning.

To obtain comprehensive data, this study employed two main data collection methods: classroom observation and student questionnaire. These methods enabled the researcher to gather both qualitative and quantitative information regarding students' learning experiences. Classroom observation was conducted to monitor students' behavior and performance during Arabic language learning sessions, with particular attention to their pronunciation of Arabic words, reading ability, level of classroom engagement, and dependence on transliteration during reading activities.

The observations were conducted during regular classroom learning sessions in the introductory Arabic course. A total of four observation sessions were carried out throughout the research period. Each observation session lasted approximately 60–80 minutes.

The observations took place while conducting normal classroom instruction involving vocabulary reading, pronunciation exercises, and guided reading activities using transliteration support. During the observation process, the researcher acted as a participant observer, in which the researcher simultaneously served as the classroom teacher and observer. This role allowed the researcher to directly observe students' pronunciation, reading ability, classroom participation, and use of transliteration throughout the instructional activities.

An observation checklist was used to systematically record classroom findings. The checklist included indicators related to pronunciation accuracy, reading fluency, classroom participation, students' confidence during reading tasks, and students' use of transliteration while reading Arabic words.

In addition to the checklist, the researcher also recorded brief field notes during each observation session. These notes were used to document important classroom interactions, student responses, and situations that could not be fully captured through checklist scoring alone. The observation data were later analysed descriptively to identify patterns related to the role of transliteration in supporting Arabic language learning.

A questionnaire was distributed to the participants to collect their opinions and experiences regarding the use of transliteration in learning Arabic.

The questionnaire consists of several statements to which students respond using a five-point Likert scale, ranging from 1 = **Strongly Disagree**, 2 = **Disagree**, 3 = **Neutral**, 4 = **Agree**, to 5 = **Strongly Agree**. The questionnaire results are analyzed to understand students' perceptions of the use of transliteration in Arabic language learning.

Before the questionnaire was distributed to the participants, the instrument was reviewed to ensure its validity and reliability. Creswell ³⁵ explains that validity refers to the extent to which an instrument accurately measures the concept or variable intended by the researcher.

To establish content validity, the questionnaire items were developed based on the objectives of the study and relevant literature related to transliteration, pronunciation support, and Arabic language learning. The questionnaire was also reviewed by the research experts to ensure that the items were clear, relevant, and appropriate for measuring students' perceptions regarding the use of transliteration in Arabic language learning.

In addition, validity testing was conducted using SPSS statistical software. The validity results showed that all questionnaire items obtained correlation values higher than the minimum acceptable value, indicating that the items were valid and suitable for data collection.

To ensure reliability, a reliability analysis was conducted using Cronbach's Alpha through SPSS statistical software.

The questionnaire obtained a Cronbach's Alpha coefficient of 0.751. According to Creswell ³⁶, a Cronbach's Alpha value above 0.70 indicates acceptable reliability. Therefore, the questionnaire was considered sufficiently reliable for measuring students' perceptions regarding the use of transliteration in Arabic language learning.

RESULT AND DISCUSSION

This chapter presents the analysis and interpretation of the data collected through a Google Form questionnaire. The purpose of the study was to examine learners' perceptions of transliteration in early Arabic Language learning. The data were analysed using descriptive statistics, and the findings are presented in relation to the research objectives.

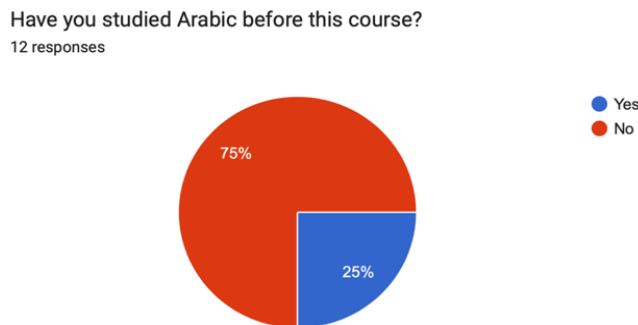
Questionnaire Findings

³⁵ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Los Angeles: SAGE, 2018)

³⁶ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. (Los Angeles: SAGE, 2018)

A total of **12 respondents** participated in this study.

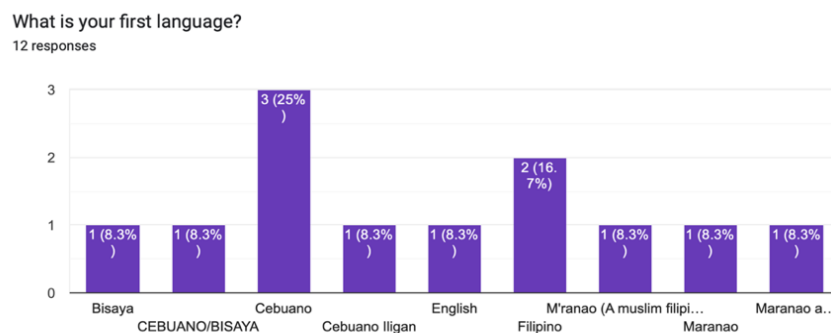
Figure 1. Arabic Learning Background



The data show that among the 12 participants, 75% had never studied Arabic before, while 25% reported some prior exposure to the language. This indicates that the majority entered the course as true beginners with no background in Arabic orthography or phonological conventions.

The distribution shows that the class was largely composed of novice learners unfamiliar with Arabic script. Such learners often struggle with recognizing letter shapes, vowel markings, and sound-symbol relationships, making early reading tasks challenging. One possible reason is that most students were non-Muslims and had limited exposure to Arabic through religious practices such as Qur'anic reading or Islamic studies, where Arabic script is commonly encountered. As a result, many students had little familiarity with Arabic letters, pronunciation patterns, or orthographic conventions before the course.

Figure 2. First Language

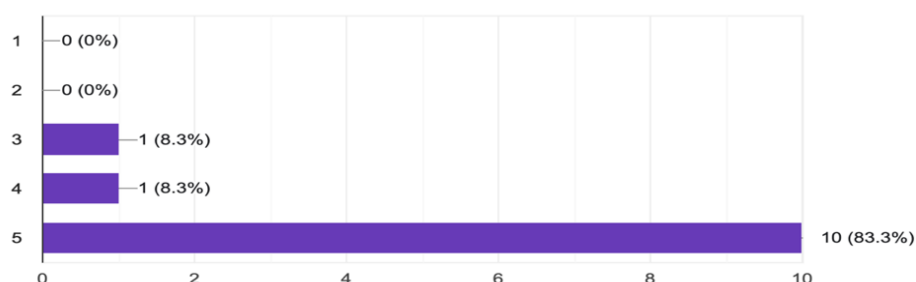


Response shows that none of the participants identify Arabic as their first language. Instead, the students reported first languages such as English, Bisaya, Maranao, and Tagalog. This indicates that all learners in the study are non-native speakers of Arabic.

Because none of the learners grew up using Arabic, they naturally lack early exposure to the Arabic writing system, phonology, and orthographic conventions. Learners who speak languages written in the Latin alphabet such as English, Bisaya, and Tagalog, typically face additional difficulty when transitioning to a non-Latin script.

Figure 3. Perceptions of Transliteration in Arabic Learning

Section B: Perceptions of Transliteration Please rate the following statements using the scale above. Transliteration helps me pronounce Arabic words more easily.
12 responses



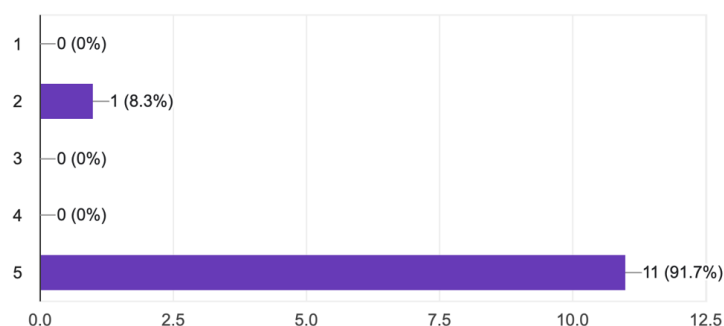
Most students showed a positive response. 83.3% strongly agreed, indicating a high level of support. One student agreed, and one remained neutral, showing neither agreement nor disagreement.

These results suggest that students rely heavily on transliteration to support Arabic pronunciation. The dominance of “strongly agree” responses indicates that transliteration is perceived as an effective tool, while only 8.3% neutral responses show limited uncertainty about its usefulness. This may be because most learners had never encountered the Arabic alphabet or learned to read Arabic script. Since students were unfamiliar with Arabic letters, vowel markings, and pronunciation patterns, transliteration provided a familiar Latin reference that made Arabic words easier to pronounce and recognize during the initial learning stage.

This finding aligns with second-language acquisition theories emphasizing the role of orthographic support in early learning. Showalter and Hayes-Harb ³⁷ argue that exposure to orthographic forms can assist learners in developing phonological representations of second-language words, even when the script is unfamiliar.

Figure 4. Role of Transliteration in Facilitating Learning

Transliteration makes it easier for me to start learning Arabic.
12 responses



³⁷ Showalter and Hayes-Harb, “Native English Speakers Learning Arabic.”

Most students (91.7%) strongly agreed that transliteration makes it easier to begin learning Arabic, indicating that nearly all participants considered it helpful during the initial stage. This finding may be explained by students limited prior exposure to Arabic script before the course. At the beginning of the class, none of the students were able to read or pronounce Arabic words using Arabic script. Therefore, transliteration was introduced as a supportive tool to help students recognize and pronounce Arabic words using the familiar Latin alphabet before transitioning to Arabic script.

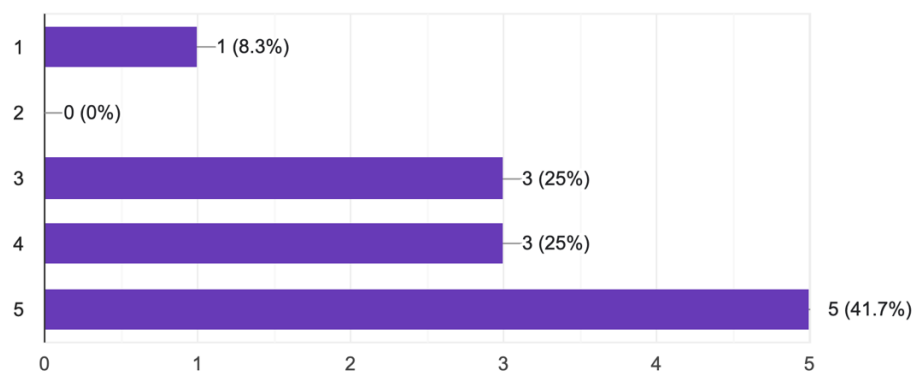
This suggests that transliteration provided learners with a clear and less intimidating starting point, allowing them to focus on pronunciation and basic vocabulary without immediately facing the difficulty of decoding unfamiliar Arabic letters. The single disagreement may reflect differences in learning preferences or adaptability to new writing systems.

The finding also aligns with the study by Ridha Darmawaty, M. Kamil Ramma Oensyar and Ali Ma'youf al-ma'youf, which reported that non-native Arabic learners often experience pronunciation difficulties because several Arabic sounds do not exist in their first language. The researchers emphasized the importance of supportive pronunciation instruction during beginner-level Arabic learning.

Figure 5. Dependence on Transliteration

I depend on transliteration when reading Arabic words.

12 responses



The data shows that 41.7% of the students strongly agreed and 25% agreed that they depended on transliteration when reading Arabic words, while 8.3% strongly disagreed. These findings indicate that most students relied on transliteration as a supportive reading aid during the early stage of learning Arabic, although some expressed uncertainty or disagreement.

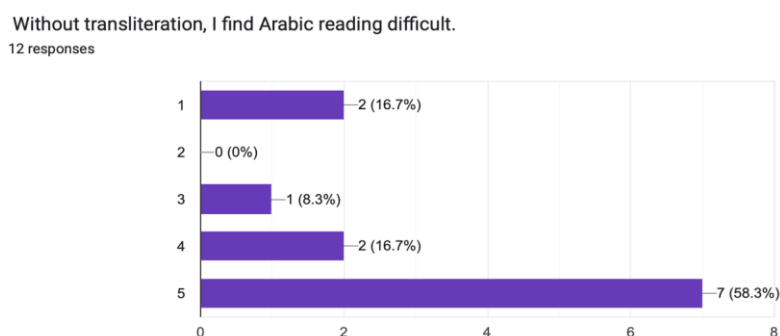
This result may be explained by the fact that the data was collected during the students' first week of learning Arabic. At that stage, most students were unfamiliar with the Arabic alphabet and had not developed confidence in recognizing or pronouncing Arabic words directly from the script.

Therefore, many depended on transliteration to read and pronounce Arabic vocabulary using the familiar Latin alphabet.

The findings also suggest individual differences in adapting to the Arabic writing system. Some students viewed transliteration as temporary support, while others attempted to read Arabic script directly despite their beginner level. This variation may reflect differences in learning strategies, confidence, and prior exposure to Arabic.

This finding is consistent with the study by Showalter and Hayes-Harb³⁸ as mentioned earlier.

Figure 6. Difficulty in Pronunciation



Most students reported experiencing reading challenges without transliteration, with 58.3% strongly agreeing and 16.7% agreeing that Arabic reading was difficult without transliteration support. However, 16.7% strongly disagreed, indicating that a small number of learners felt more confident reading directly from Arabic script.

This finding may be influenced by the fact that the data was collected during the first week of Arabic instruction. At this stage, most students were still unfamiliar with the Arabic alphabet and had not developed sufficient reading skills. Consequently, many learners relied on transliteration as temporary support to decode and pronounce Arabic words using the familiar Latin alphabet.

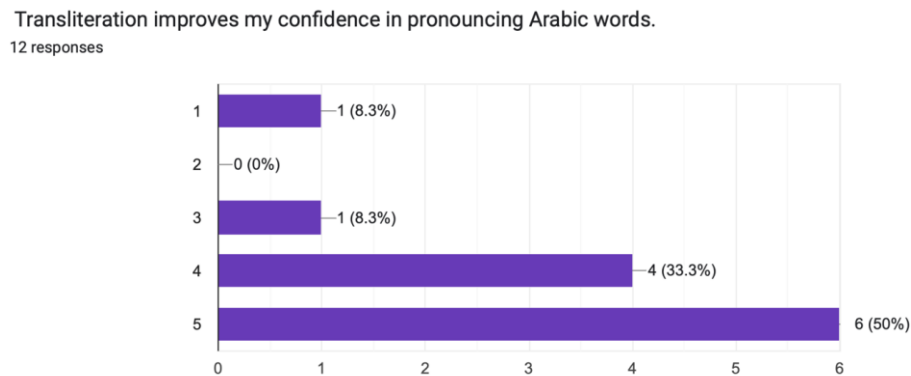
The results suggest that transliteration functioned as an instructional scaffolding tool that supported learners' comprehension and pronunciation during the beginning phase of learning. However, the disagreement among some students indicates that certain learners may adapt more quickly to Arabic orthography or prefer direct exposure to Arabic script.

This finding is consistent with the study by Showalter and Hayes-Harb³⁹.

³⁸ Showalter and Hayes-Harb, "Native English Speakers Learning Arabic."

³⁹ Showalter and Hayes-Harb, "Native English Speakers Learning Arabic."

Figure 7. Improvement of Pronunciation



The data shows that most learners agreed that transliteration supports pronunciation confidence, with 50% strongly agreeing and 33.3% agreeing, while only one student strongly disagreed. These findings indicate that most learners perceived transliteration as helpful for improving their confidence in pronouncing Arabic words during the early stages of learning.

This result may be explained by the fact that the data was collected during the second week of Arabic instruction. At this stage, students had been introduced to basic Arabic sounds and vocabulary but were still developing familiarity with the Arabic script and phonological system. Transliteration served as a bridge between unfamiliar Arabic pronunciation and their existing knowledge of the Latin alphabet. By using familiar symbols to represent Arabic sounds, it may have reduced learners' anxiety and increased confidence in oral production.

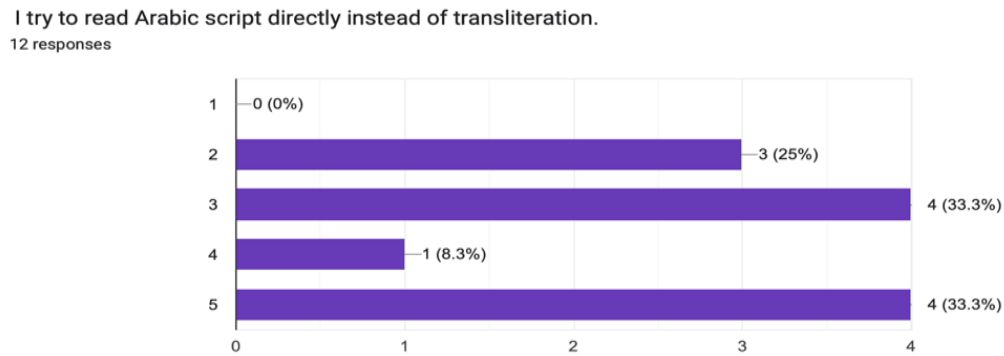
The findings suggest that transliteration helps beginner learners practice pronunciation without being overwhelmed by the complexity of Arabic script. However, the disagreement expressed by one student may indicate differences in learning preferences, as some learners may prefer direct exposure to Arabic script.

This finding is consistent with Showalter and Hayes-Harb⁴⁰, who found that orthographic support can facilitate second-language phonological acquisition by helping learners form accurate sound representations. It also aligns with Al-Batal's⁴¹ argument that transliteration may function as a temporary pedagogical aid supporting beginner learners in developing pronunciation skills before transitioning fully to Arabic orthography.

40 Showalter and Hayes-Harb, "Native English Speakers Learning Arabic."

41 Al-Batal, *Arabic Language Pedagogy*.

Figure 8. Confidence in Reading Arabic Script



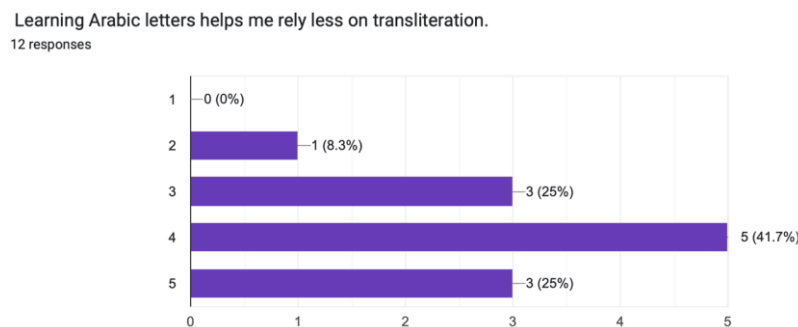
The responses were mixed, with 33.3% of students strongly agreeing, 8.3% agreeing, 33.3% remaining neutral, and 25% disagreeing. These findings indicate different levels of willingness and confidence in engaging directly with Arabic script during the early stages of learning.

This variation may be explained by the fact that data was collected at the beginning of the third week of instruction. At this stage, students had limited exposure to Arabic letters and basic vocabulary, but many were still adapting to the Arabic writing system. Some learners became more confident reading directly from Arabic script, while others still depended on transliteration support or remained uncertain about their ability.

The large neutral response suggests that several students were transitioning between reliance on transliteration and independent engagement with Arabic orthography. This reflects the gradual nature of script acquisition, where learners progress at different rates depending on confidence, learning strategies, and familiarity with new writing systems.

This finding supports the concept of instructional scaffolding proposed by Lev Vygotsky, which emphasizes that learners develop independent skills as temporary support is reduced. It also aligns with Showalter and Hayes-Harb⁴², who found that orthographic support can assist beginner learners while they develop familiarity with unfamiliar scripts and phonological structures.

Figure 9. Reduced Reliance on Transliteration



⁴² Showalter and Hayes-Harb, "Native English Speakers Learning Arabic."

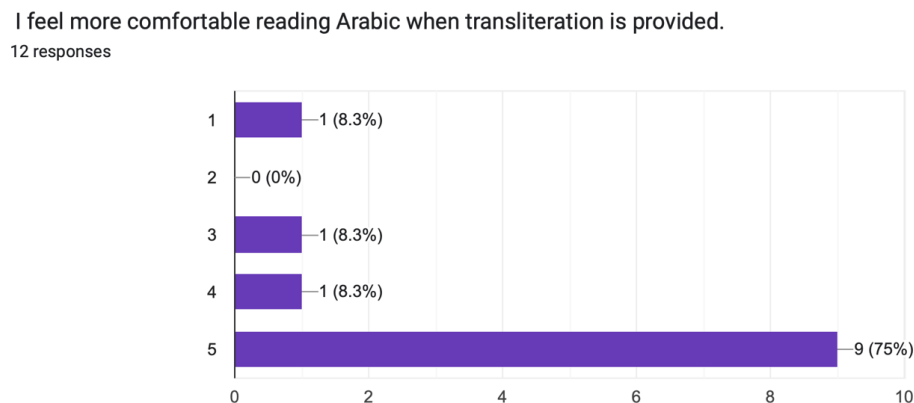
Most students agreed that developing knowledge of Arabic letters reduced their dependence on transliteration. This suggests that as learners became more familiar with Arabic script, they felt more capable of reading and decoding Arabic words independently.

This result may be explained by the fact that the data was collected during the students' final week of instruction. By this stage, learners had received several weeks of exposure to Arabic letters, pronunciation practice, and reading activities. Many developed greater confidences in recognizing Arabic orthography and connecting written letters with their sounds. Consequently, their reliance on transliteration decreased as their script recognition improved.

The findings reflect the transition from transliteration dependence to independent Arabic reading ability. This supports the idea that transliteration functions as temporary instructional scaffolding that is gradually withdrawn as learners become familiar with the target script.

This finding is consistent with Showalter and Hayes-Harb ⁴³, who found that orthographic support may assist learners during the early stages of Arabic language acquisition but becomes less necessary as they develop stronger phonological and orthographic awareness. It also aligns with theories of script acquisition in second-language learning, which emphasize that familiarity with a new writing system contributes to greater reading independence and reduced reliance on supportive tools.

Figure 10. Comfortability with Transliteration



Almost all students affirmed this preference, with 75% strongly agreeing and 8.3% agreeing. These findings suggest that transliteration reduced learners' anxiety and perceived difficulty when encountering Arabic script for the first time, allowing them to engage with Arabic text more confidently.

⁴³ Showalter and Hayes-Harb, "Native English Speakers Learning Arabic."

This result may be explained by the fact that the data was collected during the students' first week of learning Arabic. At this stage, learners had little or no prior knowledge of the Arabic alphabet and were unfamiliar with the shapes, sounds, and reading direction of Arabic script. Transliteration provided a familiar visual system through Latin letters, helping students approach Arabic reading with less difficulty.

The findings indicate that transliteration served as an introductory tool that eased learners into Arabic language acquisition. By reducing the challenge of decoding unfamiliar symbols, students could focus more on pronunciation and basic comprehension.

This finding is consistent with Showalter and Hayes-Harb ⁴⁴, who found that orthographic support can facilitate second-language phonological learning by helping learners process unfamiliar linguistic forms more confidently. It also supports Lev Vygotsky's view that temporary instructional support, or scaffolding, helps learners perform tasks initially beyond their independent ability.

Classroom Observation Findings

This section presents the findings from the classroom observation conducted over five weeks. The observation was structured using a checklist and organized into three phases to capture the progression of students' learning: the initial exposure stage (Week 1), the guided learning stage with transliteration support (Weeks 2–3), and the development stage (Weeks 4–5). This categorization allows for an analysis of how students' engagement and language abilities evolved over time.

Figure 11. First Week Observation

Classroom Observation Checklist

Research Title: Transliteration as a Temporary Scaffold in Early Arabic Language Instruction for Non-Native Learners: A Classroom-Based Study at Mindanao State University–Iligan Institute of Technology
Location: Mindanao State University–Iligan Institute of Technology
Course: Beginner Arabic
Date of Observation: 5th March, 2026
Class Duration: one hour
Number of Students Present: 18

Instructions for the Researcher:
 Observe the students during the Arabic learning session. Tick (✓) the appropriate column based on what you observe.

No.	Observation Item	Yes	No	Notes
1	Students pronounce Arabic words clearly and correctly.	☐	☒	
2	Students rely on transliteration when reading Arabic words.	☒	☐	
3	Students attempt to read directly from Arabic script.	☐	☒	
4	Students show difficulty when transliteration is removed.	☒	☐	
5	Students participate actively in pronunciation exercises.	☒	☐	
6	Students ask questions about Arabic pronunciation.	☒	☐	
7	Students repeat Arabic words after the instructor correctly.	☐	☒	
8	Students show confidence when reading Arabic aloud.	☐	☒	
9	Students confuse pronunciation due to transliteration.	☒	☐	
10	Students improve pronunciation during the lesson.	☐	☒	

⁴⁴ Showalter and Hayes-Harb, "Native English Speakers Learning Arabic."

During the first week of observation, students were newly introduced to Arabic, which was reflected in their performance. The checklist results show that students were not yet able to pronounce Arabic words clearly and correctly, as most items related to accurate pronunciation (Items 1, 7, and 8) were marked “No.” Students also struggled to read directly from Arabic script (Item 3), indicating unfamiliarity with the script and limited initial decoding ability. A notable finding is that students heavily relied on transliteration when reading Arabic words (Item 2).

The observation also shows that students participated actively in pronunciation exercises (Item 5) and asked questions about pronunciation (Item 6). This indicates that although they faced difficulties, they showed motivation and engagement, which are important foundations for future progress.

The Week one observation reflects complete beginners experiencing initial challenges in pronunciation and script recognition while demonstrating engagement and reliance on transliteration during their first exposure to Arabic.

Figure 12. Second–Third Week Observation

Classroom Observation Checklist

Research Title: Transliteration as a Temporary Scaffold in Early Arabic Language Instruction for Non-Native Learners: A Classroom-Based Study at Mindanao State University–Iligan Institute of Technology

Location: Mindanao State University–Iligan Institute of Technology

Course: Beginner Arabic

Date of Observation: 16 March, 2026

Class Duration: One hour

Number of Students Present: 13

Instructions for the Researcher:
Observe the students during the Arabic learning session. Tick (✓) the appropriate column based on what you observe.

No.	Observation Item	Yes	No	Notes
1	Students pronounce Arabic words clearly and correctly.	☐	☒	
2	Students rely on transliteration when reading Arabic words.	☒	☐	
3	Students attempt to read directly from Arabic script.	☒	☐	
4	Students show difficulty when transliteration is removed.	☐	☒	
5	Students participate actively in pronunciation exercises.	☒	☐	
6	Students ask questions about Arabic pronunciation.	☒	☐	
7	Students repeat Arabic words after the instructor correctly.	☒	☐	
8	Students show confidence when reading Arabic aloud.	☐	☒	
9	Students confuse pronunciation due to transliteration.	☐	☒	
10	Students improve pronunciation during the lesson.	☒	☐	

During Weeks 2 and 3 of the observation, students were introduced to both Arabic script and transliteration as a supportive learning tool. The checklist results indicate noticeable development in students’ reading and participation compared to the initial stage.

The findings show that students continued to rely on transliteration when reading Arabic words (Item 2), but unlike Week 1, they also attempted to read directly from Arabic script (Item 3). This suggests growing familiarity with the script, although full independence had not yet been achieved.

In terms of classroom engagement, students actively participated in pronunciation exercises (Item 5), asked questions about pronunciation (Item 6), and repeated Arabic words correctly after the instructor (Item 7). These behaviours reflect increased confidence and a more active role in learning.

However, some challenges remained. Students were still unable to consistently pronounce Arabic words clearly and correctly (Item 1) and lacked confidence when reading aloud (Item 8). Despite this, students did not significantly confuse pronunciation due to transliteration (Item 9), suggesting that transliteration functioned as a helpful guide rather than a source of interference.

The observation from Weeks 2–3 indicates a transition phase in which students moved from total dependence on transliteration toward gradual engagement with Arabic script, accompanied by increased participation and progress in pronunciation.

Figure 13. Fourth–Fifth Week Observation

Classroom Observation Checklist

Research Title: Transliteration as a Temporary Scaffold in Early Arabic Language Instruction for Non-Native Learners: A Classroom-Based Study at Mindanao State University–Iligan Institute of Technology
Location: Mindanao State University–Iligan Institute of Technology
Course: Beginner Arabic
Date of Observation: 4 April, 2026
Class Duration: One hour
Number of Students Present: 8

Instructions for the Researcher:
 Observe the students during the Arabic learning session. Tick (✓) the appropriate column based on what you observe.

No.	Observation Item	Yes	No	Notes
1	Students pronounce Arabic words clearly and correctly.	☒	☐	
2	Students rely on transliteration when reading Arabic words.	☐	☒	at this point they know how to give Arabic words value but not that perfect
3	Students attempt to read directly from Arabic script.	☒	☐	
4	Students show difficulty when transliteration is removed.	☐	☒	
5	Students participate actively in pronunciation exercises.	☒	☐	
6	Students ask questions about Arabic pronunciation.	☒	☐	
7	Students repeat Arabic words after the instructor correctly.	☒	☐	
8	Students show confidence when reading Arabic aloud.	☒	☐	
9	Students confuse pronunciation due to transliteration.	☐	☒	
10	Students improve pronunciation during the lesson.	☒	☐	

The observation findings for Week 4 and 5 indicate significant improvement in students' Arabic reading and pronunciation skills compared to earlier stages. At this point, students had been introduced to Arabic vocabulary, daily expressions, and the Arabic alphabet, including vowel sounds and letter connections in writing. This instruction was reflected in their performance.

The checklist results show that students were able to pronounce Arabic words more clearly and correctly (Item 1), showing progress from previous weeks. Although they still relied on transliteration when reading (Item 2), their dependence had decreased; students could recognize letter shapes and apply vowel values with greater confidence. More importantly, students no longer showed difficulty

when transliteration was removed (Item 4), indicating increased familiarity with Arabic script and growing reading independence.

No students were observed confusing pronunciation due to transliteration (Item 9), showing that transliteration functioned as a temporary scaffold that supported learning without affecting accuracy.

The Week 4–5 observation reveals that students progressed from struggling beginners to learners who could apply Arabic letters, vowel values, and pronunciation rules with growing confidence. Transliteration remained a useful support tool, while students moved toward greater script-based reading ability.

Discussion

This study examined the role of transliteration as a temporary instructional scaffold in early Arabic language learning among non-native learners at MSU–IIT. Drawing on questionnaire data and classroom observations, the findings show that transliteration plays a facilitative but transitional role in beginner-level Arabic instruction.

The results indicate that transliteration supports pronunciation development and reading accuracy during the early stages of learning. Questionnaire findings show that most students perceived transliteration as helpful for pronouncing Arabic words and building confidence. This aligns with research suggesting that phonological support mechanisms improve learners' ability to approximate unfamiliar sounds and enhance oral production ⁴⁵. Classroom observations reinforce this conclusion. In Week 1, students were unable to pronounce words accurately or read Arabic script independently, relying heavily on transliteration. By Weeks 2–3, learners improved in pronunciation and gradually engaged with Arabic script. By Weeks 4–5, students demonstrated clearer pronunciation and greater reading independence, even when transliteration was reduced. This progression reflects instructional scaffolding, where temporary support enables learners to perform tasks within their Zone of Proximal Development before achieving independence ⁴⁶.

The findings also suggest that transliteration reduces initial learning challenges, particularly cognitive overload. Beginner learners often struggle to process new phonology and unfamiliar script

45 C. E. Showalter and R. Hayes-Harb, "Native English Speakers Learning Arabic: The Influence of Novel Orthographic Information on Second Language Phonological Acquisition," *Applied Psycholinguistics* 36, no. 1 (2015): 23–42.

46 Lev S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge, MA: Harvard University Press, 1978).

simultaneously⁴⁷. Transliteration eases this burden by allowing learners to focus on sound recognition. This is consistent with research indicating that scaffolding tools help learners bridge prior linguistic knowledge with new language systems^{48 49}

However, the findings highlight an important limitation: learner dependence on transliteration. While many students benefited from it, some participants reported continued reliance when reading Arabic words. This support concerns that excessive use of transliteration may delay direct script recognition and reading fluency^{50 51}. Transliteration cannot fully represent Arabic phonemes, particularly emphatic and pharyngeal sounds, which may lead to pronunciation errors if used excessively⁵².

Furthermore, the staged progression observed in this study from full reliance (Week 1) to partial reliance (Weeks 2–3), to reduced reliance (Weeks 4–5) reflects theoretical models of script acquisition and scaffolding. Research on orthographic learning emphasizes that direct engagement with the target script is essential for long-term literacy development^{53 54}. The findings confirm that transliteration does not hinder this process when gradually withdrawn.

The discussion suggests that transliteration is most effective when integrated into a balanced instructional approach that includes early phonological support, gradual exposure to Arabic script, and systematic removal of transliteration.

Limitations

This study has several limitations that should be considered when interpreting the results.

First, the evaluation relied largely on students' perceptions, questionnaire grand means and observations; it did not include pre-test and post-test measurements. Second, the study was limited to one beginner Arabic class and did not include a control group for comparison. Since transliteration was commonly used across all beginner Arabic classes in the research setting, it was not possible to compare students learning with and without transliteration support.

47 Ellis, *Study of Second Language Acquisition*.

48 Vygotsky, *Mind in Society*.

49 Al-Batal, *Arabic Language Pedagogy*.

50 Al-Batal, *Arabic Language Pedagogy*.

51 Nurulasyikin Muda, "MUDA: Simplifying Transliteration and Transcription of Arabic Text," *International Journal of Education, Psychology and Counseling* 7, no. 47 (2022): 666–685.

52 Al-Batal, *Arabic Language Pedagogy*.

53 Showalter and Hayes-Harb, "Native English Speakers Learning Arabic."

54 W. Baker and J. Treffers-Daller, "Repositories of Orthographic Knowledge and Literacy Development," *Journal of Second Language Writing* 22, no. 3 (2013): 249–263.

CONCLUSION

This study concludes that transliteration can serve as an effective Pedagogical Scaffold in Introductory Arabic Instruction for non-native beginners. Transliteration positively influences pronunciation and reading accuracy, especially during the initial stages when learners are unfamiliar with Arabic phonology and orthography. It helps learners connect sounds with familiar symbols, enhancing phonological awareness and confidence. Transliteration also reduces initial learning difficulties by lowering cognitive load and minimizing anxiety. For beginners with no prior exposure to Arabic, it provides an accessible entry point into the language. Transliteration can facilitate the transition to Arabic script when used strategically. However, transliteration should not be used as a permanent instructional tool. Prolonged reliance may hinder independent reading skills and accurate pronunciation. Therefore, its use must be carefully managed and gradually reduced.

Future studies may employ experimental or quasi-experimental designs involving control groups to provide broader comparative findings regarding the effectiveness of transliteration in Arabic language learning

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