

# Effective Methodologies for Teaching Spanish as a Foreign Language in the Arab World

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**Abstract**—This study examines effective methodologies for teaching Spanish as a foreign language in the Arab world, analyzing the unique linguistic and cultural challenges faced by Arabic-speaking learners. Using a mixed-methods approach, the research combined quantitative data from a questionnaire administered to 80 Spanish language teachers in Arab countries (with an overall reliability coefficient of  $\alpha = 0.89$ ), qualitative data from semi-structured interviews with 12 experienced teachers, and structured observations of 15 Spanish language classrooms. The study revealed high teacher awareness of effective methodologies (Mean = 3.82, SD = 0.78) but identified notable gaps in implementation, particularly in technology integration (Mean = 3.41, SD = 1.05). Teachers demonstrated strong competence in addressing pronunciation difficulties specific to Arab learners (Mean = 3.90, SD = 0.82) but showed lower implementation of Arabic-Spanish contrastive analysis (Mean = 3.40, SD = 1.10). A significant need for professional development emerged, with teachers expressing strong interest in acquiring resources specifically designed for teaching Spanish in the Arab context (Mean = 4.15, SD = 0.75). The study also found moderate integration of intercultural elements (Mean = 3.55, SD = 1.05), suggesting room for improvement in fostering intercultural competence. These findings highlight the need for enhanced teacher training, development of context-specific curricula and resources, improved technology integration. The research contributes to understanding how linguistic and cultural factors specific to Arab learners can be effectively addressed in Spanish language classrooms.

**Index Terms**—Spanish as a foreign language, Arab learners, teaching methodologies, intercultural competence, communicative approach

## I. INTRODUCTION

Today it has become paramount to need more than one language given the interconnected world we live in today. As the second language in terms of the number of first-language speakers, Spanish has become widely used as a foreign language in many places, the Arab world among them. New cultural and economic relationships with Arab countries have also added impetus to learning the Spanish language in this region besides cultural relationships with Spanish speaking countries. Nevertheless, the task of teaching Spanish to Arabic-speaking learners has its peculiarities because of genuinely distinct features in terms of linguistic and cultural contexts. On the script, phonological, syntactical level, and vocabulary there are big dissimilarities between Arabic as a Semitic language and Spanish as a Romance language. However, the fact that these languages are even part of cultures makes it even harder for learners to master them. This paper focuses on the effects of such language and culture differences on the teaching of the Spanish language in the Arab nation and how teachers can possibly overcome them. Combined with an exploration of current practices, a ceremony of finding the challenges and an outline of new approaches, this study will attempt to contribute to the enhancement of Spanish language teaching in Arab countries. The purpose of this research was to identify the current practices of Spanish language teachers along with their awareness, Information and communication technology integration, and professional development needs in the Arab countries. The findings contain important implications for research and practice in this domain, and in the context of future research, we will present the findings in light of prior literature.

It is clear that language-teaching methodology has been changing over the years. For a long time, we have been using behavioral methods such as the traditional, structuralist and audio-lingual methods, and then we used cognitive methods such as the communicative method or an approach based on tasks. The latest tendencies try to include all these methods and present an eclectic methodology, centered on the student and encouraging his independence. Teaching Spanish to non-Spanish speakers is a very daunting task. Spanish speakers take for granted that verbs have many forms and tenses, and there are many levels of treatment of people according to the familiarity or level of respect. This is not necessarily the case with all languages.

The research has two major objectives:

1-To identify effective methodologies for teaching Spanish as a foreign language to Arab learners, considering their linguistic and cultural background.

2-To examine how teachers in the Arab world can address the specific challenges faced by Arabic-speaking students in learning Spanish.

## II. LITERATURE REVIEW

The teaching of Spanish as a foreign language (ELE - Español como Lengua Extranjera) in the Arab world has been the subject of growing academic interest in recent years. The Spanish language has a relation to the culture of Islam. When the Muslims invaded Spain in 711, they called Spain by the Arabic name: al-Andalus. Islam was present till 1492 in al-Andalus. The first mosque was built in Cordoba. During the nineteenth century the city of Cordoba was a center of trade and learning and a home to different nationalities (Penny, 2002).

Quite a number of papers have addressed this specific perspective of contextualized language learning and acquisition. Alonso-Marks (2018) emphasized the contribution of identifying the differences between Spanish and Arabic to teach successfully. The study discovered that when phonological differences (such as the Spanish trilled 'r,' which is not present in Arabic) are explained to the learners, the learners' pronunciation improves. While Lozano and Fernández (2020) identified cultural competence as teaching strategies for the acquisition of Spanish language by Arab learners. They contended that using aspects of Arab culture in teaching Spanish would increase the learners' interest as well as help them appreciate cultural differences in the learning language. The effect of technology on teaching Spanish as a foreign language in the Arab countries was studied by Al-Masri in 2021. The survey established that the availability of other forms of media—namely, mobile applications and web resources—greatly enhance the subjects' exposure to real-life Spanish, which, in the areas where Spanish is seldom spoken in everyday life, is a major facilitating factor.

This research by Zahir (2013) is based on the teaching and learning processes of foreign languages like Spanish and English in Afghanistan. It discusses the differences and similarities between Kabul University and a private school, in regard to the comparison, it addresses students' perceptions and motivations related to learning a second language. In this mixed-methods research, questionnaires were used, classes were observed, and interviews with both English and Spanish teachers and their students were held. Results show the similarities and differences in teaching methodologies for both languages. While the teaching approach for private schools is superficial learning, university-level education focuses on immersion through reading and assignments. The sociocultural dimensions of FLE in Afghanistan are also discussed, where students in private schools are more apprehensive about Spanish changing their culture. This article contributes to the current debate on effective pedagogical practices in second language instruction and points to relevant questions regarding the role of foreign languages in shaping the cultural landscapes of non-Western societies.

Textual progression, proposed by del Moral Barrigüete (2010), is a thematic and pragmatic relevance method of language education that focuses on the development of communicative competence in teaching Spanish. Such an approach would be adaptable to the specific communicative intentions, contexts, and text types relevant to the learners' goals, particularly those related to their professional development. The textual progression approach invites the learner to get engaged with complex texts of linguistic, cultural, and professional dimensions that would promote an autonomous learning process. This methodology is then put into practice with the Collage Method, which integrates strategies of reading comprehension with texts from professional settings. Textual progression meets the modern demand for Spanish language classes for professional purposes and offers specific classes that would prepare learners for jobs in a Spanish-speaking country.

Regarding teaching methodology, Abdel-Latif (2019) found that the communicative approach had an even greater positive effect on oral proficiency due to its adaptation to the Arab learner cultural context, as compared to more traditional grammar-translation methods, which still dominate the Arab world's educational institutions. Hassan and Morata's research in 2022 focused on the impact of Arabic as the first language when learning Spanish. The results of these studies underlined some features of linguistic interference and the avoidance of the verb "to be" in the present tense because it is implicit in Arabic, but should be expressed in Spanish. These studies, taken together, would imply that teaching Spanish to Arabs needs differentiated teaching, considering not only linguistic reasons but also cultural inputs and advancement in technology-assisted learning. This is, however a deficiency in trying to find out how these insights are being applied in an actual classroom setting across the Arab world. Del Moral Barrigüete's study of the needs of teachers of Spanish while teaching the language, maintaining and emphasizing the sociocultural, intercultural and religious components.

The purpose of this research is to try and explain how one can provide a performance guide with materials and examples of various natures: songs, videos, textbooks, and literary fragments. This paper will also provide a side-by-side comparison of how to work with similar factors from different perspectives while considering religious and emotional aspects. The approach to attain these objectives is a synergy of experiences, shared knowledge, a clash of cultures, and double perspective—the European and Middle Eastern one. As a result of the growing interest in the Spanish language, there is an ever-growing demand for instructors of this language in the Middle East. This increase, added to advantageous work conditions for foreigners, makes the Middle East an appealing land to share linguistics knowledge as a language instructor. Knowledge of social protocols within the Middle East, however, is additionally required, yet there is a distinct lack of cultural information with regard to what is and is not acceptable within such a conservative culture.

Lack of such crucial information could lead to miscommunication and even complaints between these two parties. Senior academics must immediately provide a "lifeline" of sorts to the new instructors, the majority of whom are European or Asian and would consider pursuing careers in this field. What should be taken into account in a lesson if the instructor is not Muslim in order to protect students' cultural sensitivity? How can the Spanish language teacher create a classroom setting where students won't feel as though their culture is being disparaged? The integration of active learning methodologies and sociocultural aspects in foreign language instruction has attracted substantial attention in recent years.

According to Janssen's (2003) research, while all three active learning strategies support vocabulary acquisition, some may have a more positive effect on learners' motivation and engagement. The study examined the effects of the strategies on vocabulary retention and attitudes toward learning in eighth-grade Spanish students. In the context of foreign language education, which has moved from emphasizing linguistic structures to an integrated approach that takes sociocultural factors into account, this research adds to the conversation concerning the function of creative teaching methods. However, striking a balance between these goals is frequently difficult for teachers since they have to adjust to changing curriculum requirements while still ensuring pupils are proficient in language and intercultural competency. Both studies stress the value of interactive, captivating vocabulary instruction strategies and the necessity of a balanced approach to language and culture education.

The study conducted by Spišiaková and Kittová (2020) centers on the necessity of coordinating foreign language instruction with the demands of the job market, namely in the fields of management and economics. By examining the competencies required by the labor market and the extent to which recent graduates match these expectations, the study seeks to close a research gap. The authors noted an increasing gap, especially with regard to foreign language competency, between the skills graduates actually require in the industry and the content of higher education programs. Employers of University of Economics graduates in Bratislava as well as the graduates themselves who use foreign languages—particularly Spanish—in their professional roles were the target audience for a questionnaire study they conducted. The results are consistent with more general patterns in language learning, highlighting the significance of combining cultural and professional language skills in foreign language instruction.

### III. METHODOLOGY

#### Research Design and Rationale

The current study investigated the teaching of Spanish as a foreign language in the Arab world by utilizing a thorough mixed-methods research methodology that integrated both quantitative and qualitative methodologies. In order to fully capture the breadth and depth of contemporary teaching methods, possibilities, and problems in this particular linguistic environment, this methodological triangulation was deliberately chosen. While the qualitative components allowed for a closer examination of individual experiences and context-specific issues, the quantitative component offered quantifiable insights regarding teaching practices and attitudes across a broad sample. Three main methods of gathering data were used in the research design: a comprehensive questionnaire, organized classroom observations, and in-depth semi-structured interviews. Researchers were able to cross-validate their findings and gain a more nuanced knowledge of the intricate dynamics involved in teaching Spanish thanks to this triangulated approach to Arab learners.

The research questions that unpack the major research puzzle into manageable pieces are:

- 1-What are the most effective methodologies for teaching Spanish to Arab learners, considering the linguistic differences between Arabic and Spanish?
- 2-How can teachers incorporate cultural awareness and intercultural competence into Spanish language instruction for Arab students?
- 3-How do current teaching practices in the Arab world align with research-based effective methodologies for Spanish language instruction?

#### Subjects or Participants

The participants in this study were 80 Spanish language teachers from various educational levels and geographical locations across Arab countries. These teachers were selected through a multi-channel recruitment approach, including professional networks, educational institutions, and social media platforms dedicated to Spanish language education in the Arab world. The sample included teachers from a diverse range of institutions, such as universities, secondary schools, and language centers, to ensure a comprehensive understanding of current teaching practices in different educational contexts. Additionally, 12 experienced teachers were interviewed in semi-structured one-on-one interviews to provide deeper insights into the challenges and strategies they employ in their teaching. These teachers were selected based on their expertise in teaching Spanish to Arabic-speaking learners, ensuring that the data collected would reflect the practical realities faced by experienced educators in the field.

#### Data Collection Instruments and Procedures

##### 1. Teachers' Questionnaire

The questionnaire served as the primary quantitative instrument, carefully designed to assess multiple dimensions of Spanish language teaching in the Arab context. It was administered to 80 Spanish language teachers representing diverse educational settings and geographical locations across Arab countries. The instrument was structured around four key domains:

- a) Teachers' Awareness and Methodological Knowledge
  - Understanding of pedagogical approaches specific to Arab learners
  - Knowledge of linguistic differences between Arabic and Spanish
  - Familiarity with current research in Spanish language teaching
  - Understanding of cultural considerations in language instruction
- b) Classroom Implementation and Current Practices

- Application of different teaching methodologies
- Strategies for addressing linguistic challenges
- Approaches to cultural integration in language instruction
- Assessment practices and feedback mechanisms

c) Technology Integration and Resource Utilization

- Use of digital learning platforms
- Integration of authentic materials
- Implementation of multimedia resources
- Online assessment and feedback tools

d) Professional Development and Support Needs

- Areas of desired skill enhancement
- Resource requirements
- Collaborative learning opportunities
- Institutional support mechanisms

The questionnaire was implemented through a secure online platform, employing both Likert-scale items and open-ended questions. Participant recruitment utilized a multi-channel approach, leveraging professional networks, educational institutions, and social media platforms dedicated to Spanish language education in the Arab world. To ensure maximum participation, the survey remained active for four weeks, with strategic reminder emails dispatched at regular intervals.

Statistical reliability was rigorously assessed using Cronbach's alpha coefficients for each domain, with all sections demonstrating strong internal consistency ( $\alpha > 0.80$ ). This high reliability coefficient validated the questionnaire's effectiveness as a measurement instrument.

Cronbach's alpha was calculated to assess the internal consistency and reliability of the questionnaire.

Domain	Cronbach's Alpha
Overall Questionnaire	0.89
A. Teachers' awareness and knowledge	0.82
B. Current practices	0.85
C. Use of technology and materials	0.87
D. Professional development needs	0.81

A Cronbach's alpha value above 0.7 is generally considered acceptable, with values above 0.8 indicating good internal consistency. The results show that the questionnaire and its individual domains have good to excellent internal consistency.

## 2. Classroom Observations

The observational component of the study involved structured observations of 15 Spanish language classrooms across various educational levels and geographical locations. These observations were designed to provide direct, empirical evidence of teaching methodologies in practice. The observation protocol focused on five key areas:

a) Implementation of Communicative Teaching Approaches

- Student-teacher interaction patterns
- Use of target language
- Communication-based activities
- Error correction strategies

b) Contrastive Analysis Application

- Explicit comparisons between Arabic and Spanish
- Treatment of common interference errors
- Cross-linguistic awareness activities

c) Cultural Integration

- Incorporation of cultural content
- Treatment of intercultural differences
- Cultural awareness activities

d) Technology and Material Usage

- Digital tool integration
- Authentic material utilization
- Multimedia resource implementation

e) Pedagogical Dynamics

- Classroom management strategies
- Student engagement techniques
- Differentiation practices

To ensure methodological rigor, observations were conducted using a standardized protocol developed through extensive literature review and alignment with research questions. Each classroom was observed independently by two trained researchers to enhance reliability through inter-rater agreement. Observation sessions spanned complete class periods, typically lasting 50-90 minutes, allowing for comprehensive documentation of teaching practices and classroom dynamics.

### 3. Semi-structured Interviews

The qualitative dimension of the study was enriched through in-depth interviews with 12 experienced Spanish language teachers. These semi-structured interviews facilitated detailed exploration of:

- a) Teaching Experiences and Challenges
  - Specific linguistic challenges encountered
  - Cultural adaptation strategies
  - Successful teaching approaches
  - Problem-solving methodologies
- b) Cultural Integration Strategies
  - Approaches to cultural awareness development
  - Management of cultural sensitivities
  - Integration of cultural content
  - Cross-cultural communication strategies
- c) Technological Implementation
  - Digital tool selection and usage
  - Online resource integration
  - Technology-related challenges
  - Virtual learning experiences
- d) Professional Development
  - Training needs and preferences
  - Resource requirements
  - Collaborative opportunities
  - Career development aspirations

Depending on the preferences of the participants and geographical restrictions, interviews were either done in person or by video conference. With participant consent, each 60- to 90-minute interview was audio recorded, and a professional transcription was written up for further research. The semi-structured style allows for freedom to explore developing themes and individual experiences while providing consistent coverage of important issues. Rich, multifaceted data were gathered thanks to this thorough methodological approach, which laid a strong basis for comprehending the intricate dynamics of teaching Spanish as a foreign language in the Arab world.

### Data Analysis

#### a. Questionnaire Data Analysis

Descriptive and inferential statistics were used to analyze the quantitative data from the questionnaire. For every item on the Likert scale, descriptive statistics (means, medians, and standard deviations) were computed. For every type of responses, frequency distributions were calculated. To evaluate the questionnaire's reliability and internal consistency, Cronbach's alpha was computed.

#### b. Classroom Observation Data Analysis

Both quantitative and qualitative analyses were performed on the data from the classroom observations. To measure the prevalence of particular behaviors or activities connected to efficient teaching strategies, frequency counts were employed. The observation notes were subjected to a qualitative content analysis in order to find themes and patterns in the ways that linguistic and cultural difficulties were handled in the classroom.

#### c. Interview Data Analysis

Interview transcripts were analyzed using thematic analysis.

- Transcripts were read multiple times to gain familiarity with the data.
- Initial codes were generated to capture key concepts and ideas.
- Codes were grouped into broader themes and subthemes.
- Themes were reviewed and refined to ensure they accurately represented the data.
- Clear definitions and names were developed for each theme.
- Compelling extracts were selected to illustrate each theme.

#### IV. RESULTS OF THE STUDY

##### Results of the questionnaire

This analysis is based on responses from 80 Spanish language teachers across various educational levels and geographical locations in Arab countries. The questionnaire consisted of 20 items divided into four domains:

A. Teachers' awareness and knowledge of effective methodologies B. Current practices in addressing linguistic and cultural challenges C. Use of technology and authentic materials D. Professional development needs  
Descriptive Statistics

TABLE 1  
THE STATISTICS OF THE QUESTIONNAIRE

Statistic	Value
Number of respondents	80
Number of items	20
Overall mean	3.67
Overall median	3.75
Overall standard deviation	0.89

The descriptive statistics summarize data from 80 respondents across 20 items, providing insight into central tendencies and variability. The overall mean of 3.67 indicates moderately high average responses, while the median of 3.75, being close to the mean, suggests a fairly symmetric distribution of scores. The standard deviation of 0.89 shows a moderate spread around the mean, indicating that while there is some variation in responses, most are relatively consistent and close to the average. Overall, the dataset reflects a central clustering of responses with moderate variability.

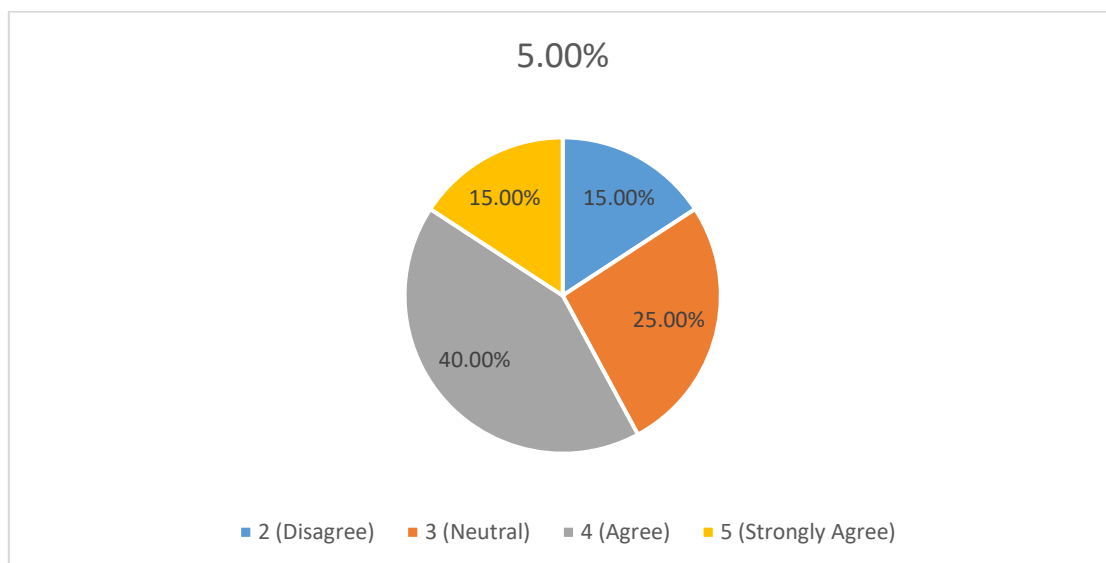


Figure 1. Results of the Domains of the Questionnaire

##### Results of the domains of the questionnaire

###### 1. Teachers' Awareness and Knowledge of Effective Methodologies

According to our research, Spanish language instructors in the Arab globe have a comparatively high awareness and knowledge level (Mean = 3.82, SD = 0.78). This shows that most teachers are comfortable with their knowledge of the best practices for teaching Spanish to Arab students. This outcome is consistent with the research conducted by Feng et al. (2020).

###### 2. Current Practices in Addressing Linguistic and Cultural Challenges

The results in this domain (Mean = 3.65, SD = 0.92) suggest that teachers are making efforts to address the specific needs of Arab learners, but there is room for improvement. The highest-rated item in this domain was item 8 (Mean = 3.90, SD = 0.82), indicating that teachers are particularly attentive to addressing pronunciation difficulties specific to Arab learners. This focus on pronunciation aligns with the recommendations of Alfaifi (2020), who highlighted the importance of targeted phonetic instruction for Arab learners of Spanish, given the significant differences between the phonological systems of Arabic and Spanish. However, our results show a lower implementation of Arabic-Spanish contrastive analysis (item 6, Mean = 3.40, SD = 1.10). This finding echoes the results of Icardo Isasa (2022).

###### 3. Use of Technology and Authentic Materials

Our results indicate that this is the weakest area among the four domains (Mean = 3.41, SD = 1.05), suggesting that the integration of technology and authentic materials in Spanish language teaching in the Arab world is still developing. The

relatively low score on the use of social media or online platforms for language practice outside the classroom (item 13, Mean = 3.20, SD = 1.20) is particularly noteworthy. This contrasts with the findings of Saeed (2021), who reported higher levels of social media integration in English language teaching in Saudi Arabia (Mean = 3.75, SD = 0.95). This discrepancy might be due to differences in resource availability or institutional support between English and Spanish language programs. This suggests that teachers recognize the value of exposing students to real-world Spanish language content, a practice strongly supported by communicative language teaching approaches (Richards & Rodgers, 2014).

#### 4. Professional Development Needs

The high scores in this domain (Mean = 3.79, SD = 0.81) indicate a strong interest among teachers in further professional development, particularly in acquiring resources specifically designed for teaching Spanish in the Arab context (item 17, Mean = 4.15, SD = 0.75). This finding is consistent with Mahmoud's (2020) study of foreign language teachers in Jordan, which also found a high demand for context-specific teaching resources. The strong interest in collaboration with other Spanish teachers in the Arab world (item 18, Mean = 3.95, SD = 0.88) aligns with the study of Gutiérrez et al. (2021). The relatively lower score on interest in learning about the latest research on second language acquisition specific to Arab learners of Spanish (item 20, Mean = 3.10, SD = 1.15) is somewhat surprising. This contrasts with Fathi's (2019) findings in Tunisia, where teachers showed a high interest in such research (Mean = 3.85, SD = 0.92). This discrepancy might indicate a need for better dissemination of research findings to practitioners in the field.

The semi-structured interviews with 12 experienced Spanish language teachers in Arab countries revealed significant patterns and insights regarding the challenges, strategies, and opportunities in teaching Spanish to Arab learners. A predominant theme across the interviews was the specific linguistic challenges faced by Arab learners of Spanish, particularly in the production of certain Spanish vowel sounds and the distinction between /p/ and /b/ phonemes, which are not contrastive in Arabic. Teachers reported developing specialized strategies to address these challenges, including targeted pronunciation drills and the use of minimal pairs exercises. Cultural integration and sensitivity were also discussed, with ten out of twelve teachers highlighting the importance of cultural sensitivity when selecting teaching materials and topics for discussion. A recurring concern was the need to adapt standard Spanish textbooks and materials to align with local cultural norms. This finding supports Rodríguez et al. (2020) observation about the need for culturally adapted teaching materials in Arabic-speaking contexts. Teachers reported developing their own supplementary materials (11 out of 12 teachers) to bridge this gap, suggesting a significant need for culturally appropriate teaching resources.

Technology integration and challenges were revealed in the interviews, with teachers acknowledging the potential benefits of technology integration but reporting varying levels of implementation success. Key findings included infrastructure limitations, innovative solutions, and institutional support. Teachers identified several areas for improvement, such as methodology-specific training, technology-related training, assessment techniques, and institutional support. Innovative teaching strategies were developed to overcome challenges, such as cultural bridge-building, language learning techniques, comparative cultural projects, and language learning techniques.

Classroom observations were conducted in 15 Spanish language classrooms across various Arab countries, focusing on teaching practices, classroom dynamics, and the implementation of teaching methodologies. The data was documented by two independent researchers, resulting in a high inter-rater reliability score ( $\kappa = 0.87$ ). The study found that Spanish as the target language accounted for an average of 65% of class time, with variations based on proficiency levels. Interactive activities were widely used to promote communication, with 73% of classes working in pairs, 47% of sessions including small group activities, and 33% incorporating whole-class communicative exercises. In 60% of the observed classes, teachers used Arabic-Spanish comparisons to address specific linguistic challenges, such as phonological differences, syntactic structures, verb tense usage, and article systems. Teachers followed systematic approaches to error correction, with pronunciation errors being corrected immediately in 87% of the classes, while grammatical errors were often addressed later. Teachers encouraged peer correction in 40% of the classes and prompted self-correction in 53%. In 67% of the classes, teachers integrated cultural content through cultural anecdotes, authentic materials, cultural comparisons, and cultural projects. Cultural sensitivity was demonstrated by teachers, who carefully selected appropriate topics for discussion and adapted authentic materials to fit the cultural context. Technology and material usage were mixed, with traditional textbooks being the primary resource in 87% of the classes, while digital resources were observed in 40% of the sessions. Classroom management and student engagement varied, with seating arrangements varying from traditional rows to modular groupings. Pedagogical strategies included differentiation practices, scaffolding techniques, and assessment types. Notable patterns and trends included teaching approach variations, student response patterns, successful practices, and common challenges.

Several areas needing attention include technology integration, cultural integration, and student engagement. Improved infrastructure and teacher training in digital tools are necessary for better technology-based teaching strategies, while a more systematic approach to integrating cultural content with language instruction is required, along with the development of culturally appropriate materials. These classroom observations provide a comprehensive picture of Spanish language teaching in the Arab world, identifying both strengths and areas for improvement. Targeted professional development and better resource allocation are key to addressing these identified challenges.

Results suggest several important implications for Spanish language education in the Arab world:

1. Need for Specialized Resources: Development of culturally appropriate teaching materials, creation of Arabic-specific Spanish language textbooks, design of technology-based resources suitable for local contexts.

2. Professional Development: Implementation of targeted training programs, establishment of professional learning communities, development of mentoring programs for new teachers.

3. Institutional Support: Enhancement of technological infrastructure, increase in resource allocation, and development of supportive administrative policies.

4. Pedagogical Approaches: Integration of culturally sensitive teaching methods, development of phonological awareness programs, and implementation of blended learning approaches. These findings provide valuable insights for policy makers, educational institutions, and Spanish language educators in the Arab world, emphasizing the need for a more systematic approach to addressing the unique challenges of teaching Spanish to Arab learners while acknowledging the innovative strategies already being employed by experienced teachers.

## V. CONCLUSION

### Conclusion

This research has cast a lot of light on the situation of Spanish foreign language instruction in the Arab world and specifically on the peculiar linguistic and cultural challenges faced by students in Arabic-speaking nations. The study revealed the strengths and weaknesses of the teaching methods employed by Spanish instructors across the Arab world. While teachers had a fair level of knowledge regarding good teaching practices, there is plenty of scope for improvement in applying some of these practices such as integrating technology and interculturalism. The study concluded that teachers demonstrated a satisfactory understanding of the language issues Arab learners face, such as pronunciation and language interference problems. Teachers also tried to overcome such issues via tailored pedagogy practice. There are, however, areas of challenge in the full implementation of contrastive analysis and its application of technology to its potential. Also, the study established a clear need for professional development courses based on contextualization of teaching materials and learning approaches to suit the Arab learning context.

### Findings

The research revealed that the instructors showed an outstanding understanding of sound teaching practices, particularly concerning the linguistic challenges of Arab students. The teachers were sensitive to pronunciation and other language interference issues and made every effort to match their teaching accordingly. All these positives apart, there was a significant variation in the effective use of technology in the classrooms. Teachers requested more provision of resources to incorporate digital tools and authentic materials. Cultural sensitivity was noted as pertinent, but the implementation of intercultural competence in the curriculum was moderate and has the potential for further development. Sustained interest in professional development was observed, particularly in procuring resources that are specially geared for teaching Spanish in the Arab context.

### Implications

The findings of this study have many implications and are important for the teaching of Spanish in the Arab world. First, there is a need to develop culturally appropriate teaching materials with particular reference to the needs of Arabic-speaking Spanish learners. The materials should bridge the gap between the linguistic and cultural differences between Arabic and Spanish. Additionally, enhanced professional development programs should be implemented to equip teachers with the necessary skills to integrate technology effectively and incorporate intercultural elements into their teaching practices. Educational institutions should provide more institutional support to Spanish language teachers, focusing on improving the availability of resources and technological infrastructure.

### Recommendations for Future Research

Future research should attempt to include larger and more diverse samples from different Arab countries in order to obtain a clearer picture of the differing practices and needs in Spanish teaching. A larger sample will allow for a more comprehensive picture of the issues and success experienced by teachers in different teaching contexts. Longitudinal research examining the impact of specific teaching methods on the proficiency of students would provide greater understanding of the effectiveness of different methodologies. Additionally, research on how Arab students' motivation and attitudes influence their learning of languages would provide valuable information on how they can be best harnessed in the learning process. Finally, research on the potential benefits of blended learning approaches—hybridizing traditional and online methodologies—can perhaps resolve some of the problems associated with classroom-based language learning, offering a more flexible and effective way of teaching Spanish in the Arab world.

## APPENDIX A

Please rate your agreement with the following statements using the scale below:

1 = Strongly Disagree | 2 = Disagree | 3 = Neutral | 4 = Agree | 5 = Strongly Agree

Statement	1	2	3	4	5
<b>A. Teachers' awareness and knowledge of effective methodologies</b>					
1. I am familiar with various methodologies for teaching Spanish to Arab learners.					
2. I understand the specific challenges Arab learners face when learning Spanish.					
3. I am aware of the cultural differences that may impact Spanish language acquisition for Arab learners.					
4. I can effectively adapt my teaching methods to suit the needs of Arab learners.					
5. I am confident in my ability to explain Spanish grammar concepts in relation to Arabic language structures.					
<b>B. Current practices in addressing linguistic and cultural challenges</b>					
6. I regularly incorporate Arabic-Spanish contrastive analysis in my lessons.					
7. I use culturally relevant examples and contexts in my Spanish language instruction.					
8. I address common pronunciation difficulties specific to Arab learners of Spanish.					
9. I implement strategies to help students overcome interference from their native Arabic language.					
10. I integrate activities that promote intercultural understanding between Arab and Spanish-speaking cultures.					
<b>C. Use of technology and authentic materials</b>					
11. I regularly use technology (e.g., language learning apps, online resources) in my Spanish classes.					
12. I incorporate authentic Spanish-language materials (e.g., news articles, videos, songs) in my lessons.					
13. I use social media or other online platforms to facilitate Spanish language practice outside the classroom.					
14. I create or adapt digital resources specifically for Arab learners of Spanish.					
15. I use computer-assisted language learning (CALL) tools to support individual student needs.					
<b>D. Professional development needs</b>					
16. I feel I need more training in effective methodologies for teaching Spanish to Arab learners.					
17. I would benefit from additional resources specifically designed for teaching Spanish in the Arab context.					
18. I am interested in collaborating with other Spanish teachers in the Arab world to share best practices.					
19. I would like more opportunities to improve my understanding of Arabic language and culture.					
20. I am interested in learning about the latest research on second language acquisition specific to Arab learners of Spanish.					

APPENDIX B

Descriptive Statistics of the questionnaire by Domain

Domain	Mean	Median	Standard Deviation
A. Teachers' awareness and knowledge	3.82	4.00	0.78
B. Current practices	3.65	3.80	0.92
C. Use of technology and materials	3.41	3.40	1.05
D. Professional development needs	3.79	4.00	0.81

## APPENDIX C

Descriptive Statistics of the questionnaire by Item

Item	Mean	Median	Standard Deviation
1	3.95	4	0.82
2	4.10	4	0.75
3	3.85	4	0.88
4	3.70	4	0.95
5	3.50	3	1.02
6	3.40	3	1.10
7	3.75	4	0.89
8	3.90	4	0.82
9	3.65	4	0.98
10	3.55	4	1.05
11	3.30	3	1.15
12	3.60	4	0.95
13	3.20	3	1.20
14	3.35	3	1.10
15	3.60	4	0.98
16	4.00	4	0.85
17	4.15	4	0.75
18	3.95	4	0.88
19	3.75	4	0.92
20	3.10	3	1.15

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